DOCUMENT RESUME

ED 376 018 RC 019 877

AUTHOR Henderson, Allison; And Others

TITLE State Chapter 1 Migrant Participation and Achievement Information, 1992-93.
INSTITUTION Westat, Inc., Rockville, MD.
SPONS AGENCY Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE 94
CONTRACT LC89015001
NOTE 82p.; For 1991-92 report, see ED 372 895.
PUB TYPE Reports - Descriptive (141) -- Statistical Data (110)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Academic Achievement; Elementary Secondary Education; *Enrollment; Federal Aid; Mathematics Achievement; *Migrant Education; Preschool Education; Reading Achievement; *State Programs; Student Characteristics; Tables (Data); Teachers
IDENTIFIERS Migrant Education Program; Student Support Services

ABSTRACT

This report summarizes participation and achievement data provided by state education agencies on the Chapter 1 Migrant Education Program (MEP) for 1992-93. The 1992-93 school year was marked by modest growth in the number of MEP participants. In both regular and summer terms, migrant participants were more likely to receive reading and mathematics than any other instructional service. Of 541,122 participants reported as an unduplicated count of regular and summer terms, 80 percent were Hispanic and 11 percent were White, not Hispanic. Fifty-seven percent were formerly migrant, 30 percent were currently migrant interstate, and 13 percent were currently migrant intrastate. Participation increased 2 percent overall, decreased 3 percent in the regular term, and increased 8 percent in the summer term. Four percent of participants were disabled, and 25 percent were limited-English-proficient. States reported achievement data in basic and advanced reading and mathematics for students in grades 2-12 using various norm-referenced models (one point in time, two points in time, and pretest/posttest models). Federal funding for Chapter 1 MEP was approximately $308.3 million, up 5 percent from the previous year. The allocation per participant was $570. Extensive data tables detail information for regular and summer terms on number, race or ethnicity, migrant status, age, gender, disability, and English proficiency of participants; services provided; full-time equivalent teachers and other staff; achievement results; and funding allocations by year and state. Appendices discuss program evaluation requirements, reporting problems, and methodology. (SV)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 376 018

State Chapter 1 Migrant Participation and Achievement Information – 1992-93

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

Prepared Under Contract by:

Westat, Inc.
Rockville, Maryland
Contract No. LC89015001

1994

U.S. DEPARTMENT OF EDUCATION • OFFICE OF THE UNDER SECRETARY

BEST COPY AVAILABLE

RC 019877

STATE CHAPTER 1 MIGRANT PARTICIPATION AND ACHIEVEMENT INFORMATION -- 1992-93

ALLISON HENDERSON
JULIE DAFT
CHRISTINA YEN
BABETTE GUTMANN

PREPARED FOR:

Office of the Under Secretary
U.S. Department of Education

CONTRACT NO. LC89015001

1994

The views expressed in this report developed under contract to the U.S. Department of Education do not necessarily reflect the position or policy of the Department, and no official endorsement by the Department should be inferred.

CONTENTS

Page

A SUMMARY OF CHAPTER 1 MIGRANT STATE PERFORMANCE REPORT PARTICIPATION AND ACHIEVEMENT INFORMATION 1

1. PARTICIPATION 1

Overall 2
Program Descriptive Data 2
Projects and Project Sites 4
Program Comparisons 4

2. ACHIEVEMENT 5

Results for All Eligible Students Tested Using a Norm-Referenced One-Point-in-Time Model 5
Results for Currently Migrant Participants Tested Using a Norm-Referenced One-Point-in-Time Model 6
Results for Currently Migrant Participants Tested Using a Norm-Referenced Two Points-in-Time Model 6
Results for Formerly Migrant Participants Tested Using a Norm-Referenced Pretest and Posttest Model 7

3. FUNDING 7

APPENDIX A. EVALUATION REQUIREMENTS A-1

APPENDIX B. REPORTING PROBLEMS B-1

APPENDIX C. METHODOLOGY C-1

APPENDIX D. REPORTING FORM FOR THE CHAPTER 1 MIGRANT PROGRAM STATE PERFORMANCE REPORTS D-1

LIST OF TABLES

		Page
Table 1.1	Number and Percentage of Chapter 1 Migrant Education Participants, by Race/Ethnicity -- 1991-92 and 1992-93	9
Table 1.2	Chapter 1 Migrant, Chapter 1 LEA, and All Students: Percentage Distribution by Race/Ethnicity -- 1992-93	10
Table 1.3	Number and Percentage of Chapter 1 Migrant Education Participants, by Migrant Status -- 1991-92	11
Table 1.4	Percentage of Regular Term Participants Classified as Currently Migrant 1991-92 and 1992-93	12
Table 1.5	Number and Percentage of Chapter 1 Migrant Education Participants, by Gender -- 1991-92 and 1992-93	13
Table 1.6	Number and Percentage of Chapter 1 Migrant Education Participants, by Year of Birth -- 1992-93	14
Table 1.7	Number and Percentage of Chapter 1 Migrant Education Participants With Disabilities and Total Participants, by Gender -- 1992-93	15
Table 1.8	Percentage of Chapter 1 Migrant Education Participants with Disabilities and the Percentage of All Children Receiving Special Education -- 1992-93	16
Table 1.9	Percentage of Chapter 1 Migrant Education Participants Who were Limited English Proficient -- 1992-93	17
Table 1.10	Number and Percentage of Chapter 1 Migrant Education Participants Reported by Grade Span -- Regular Term 1991-92 and 1992-93	18
Table 1.11	Chapter 1 Migrant Education Participation -- Regular Term 1984-85 to 1992-93	19
Table 1.12	Number and Percentage of Chapter 1 Migrant Education Participants Receiving Services, by Service Area -- Regular Term 1991-92 and 1992-93	21
Table 1.13	Percentage of Chapter 1 Migrant Education Participants Receiving Services, by Grade Span -- Regular Term 1992-93	22
Table 1.14	Percentage of Chapter 1 Migrant Education Participants Receiving Services -- Regular Term 1984-85 to 1992-93	23
Table 1.15	Number and Percentage of Full-Time Equivalent Staff Funded by the Chapter 1 Migrant Education Program -- Regular Term 1991-92 and 1992-93	24

List of Tables

		Page
Table 1.16	Full-Time Equivalent Teachers, Teacher Aides, and Total Staff Funded by the Chapter 1 Migrant Education Program -- Regular Term 1984-85 to 1992-93	25
Table 1.17	Number and Percentage of Chapter 1 Migrant Education Participants Reported by Grade Span -- Summer Term 1991-92 and 1992-93	27
Table 1.18	Chapter 1 Migrant Education Participation -- Summer Term 1984-85 to 1992-93	28
Table 1.19	Number and Percentage of Chapter 1 Migrant Education Participants Receiving Services, by Service Area -- Summer Term 1991-92 and 1992-93	30
Table 1.20	Percentage of Chapter 1 Migrant Education Participants Receiving Services, by Grade Span -- Summer Term 1992-93	31
Table 1.21	Percentage of Chapter 1 Migrant Education Participants Receiving Services -- Summer Term 1984-85 to 1992-93	32
Table 1.22	Full-Time Equivalent Staff Funded by the Chapter 1 Migrant Education Program -- Summer Term 1991-92 and 1992-93	33
Table 1.23	Full-Time Equivalent Teachers, Teacher Aides, and Total Staff Funded by the Chapter 1 Migrant Education Program -- Summer Term 1984-85 to 1992-93	34
Table 1.24	Chapter 1 Migrant Education Projects and/or Subgrants and Project Sites, by Term: 1991-92 and 1992-93	36
Table 1.25	Percentage Distribution by Grade Span: Chapter 1 Migrant, Chapter 1 LEA, and All Students, 1992-93	37
Table 1.26	Service Area Composition of Chapter 1 Migrant and Chapter 1 LEA Participants, 1992-93	38
Table 1.27	Percent Distribution of FTE Staff by Classification, Chapter 1 Migrant and Chapter 1 LEA, 1992-93	39
Table 2.1	Basic Skills Reading Results for All Eligible Students, by Grade -- 1992-93	42
Table 2.2	Advanced Skills Reading Results for All Eligible Students, by Grade -- 1992-93	43
Table 2.3	Basic Skills Mathematics Results for All Eligible Students, by Grade -- 1992-93	44

List of Tables

		Page
Table 2.4	Advanced Skills Mathematics Results for All Eligible Students, by Grade -- 1992-93	45
Table 2.5	Basic Skills Reading Results for Currently Migrant Participants -- One-Point-in-Time Scores, by Grade -- 1992-93	46
Table 2.6	Advanced Skills Reading Results for Currently Migrant Participants -- One-Point-in-Time Scores, by Grade -- 1992-93	47
Table 2.7	Basic Skills Mathematics Results for Currently Migrant Participants -- One-Point-in-Time Scores, by Grade -- 1992-93	48
Table 2.8	Advanced Skills Mathematics Results for Currently Migrant Participants -- One-Point-in-Time Scores, by Grade -- 1992-93	49
Table 2.9	Basic Skills Reading Results for Currently Migrant Children -- Two-Points-in-Time Scores, by Grade -- 1992-93	50
Table 2.10	Advanced Skills Reading Results for Currently Migrant Participants -- Two-Points-in-Time Scores, by Grade -- 1992-93	51
Table 2.11	Basic Skills Mathematics Results for Currently Migrant Participants -- Two-Points-in-Time Scores, by Grade -- 1992-93	52
Table 2.12	Advanced Skills Mathematics Results for Currently Migrant Participants -- Two-Points-in-Time Scores, by Grade -- 1992-93	53
Table 2.13	Basic Skills Reading Pretest and Posttest Results for Formerly Migrant Participants, by Grade -- 1992-93	54
Table 2.14	Advanced Skills Reading Pretest and Posttest Results for Formerly Migrant Participants, by Grade -- 1992-93	55
Table 2.15	Basic Skills Mathematics Pretest and Posttest Results for Formerly Migrant Participants, by Grade -- 1992-93	56
Table 2.16	Advanced Skills Mathematics Pretest and Posttest Results for Formerly Migrant Participants, by Grade -- 1992-93	57
Table 3.1	Chapter 1 Migrant Education Participation Allocations School Years 1979-80 to 1992-93	59
Table 3.2	Chapter 1 Migrant Allocations, by State -- 1991-92 and 1992-93	60

LIST OF FIGURES

		Page
Figure 1.1	Regular Term Participation: 1984-85 to 1992-93	20
Figure 1.2	Regular Term Participation by Migrant Status, 1992-93	20
Figure 1.3	Regular Term Ratios of Participants to Instructional Staff and to Total Staff	26
Figure 1.4	Summer Term Participation: 1984-85 to 1992-93	29
Figure 1.5	Summer Term Participation by Migrant Status, 1992-93	29
Figure 1.6	Summer Term Ratios of Participants to Instructional and to Total Staff	35
Figure 2.1	Number of States Reporting Chapter 1 Migrant Achievement Data, by Population: 1992-93	41
Figure 3.1	Chapter 1 Migrant Allocations Per Participant School Years 1984-85 through 1992-93	61

LIST OF FIGURES

		Page
Figure 1.1	Regular Term Participation: 1984-85 to 1992-93	22
Figure 1.2	Regular Term Participation by Migrant Status, 1992-93	22
Figure 1.3	Regular Term Ratios of Participants to Instructional Staff and to Total Staff	28
Figure 1.4	Summer Term Participation: 1984-85 to 1992-93	31
Figure 1.5	Summer Term Participation by Migrant Status, 1992-93	31
Figure 1.6	Summer Term Ratios of Participants to Instructional and to Total Staff	37
Figure 2.1	Number of States Reporting Chapter 1 Migrant Achievement Data, by Population: 1992-93	45
Figure 3.1	Chapter 1 Migrant Allocations Per Participant School Years 1984-85 through 1992-93	67

A SUMMARY OF CHAPTER 1 MIGRANT STATE PERFORMANCE REPORT PARTICIPATION AND ACHIEVEMENT INFORMATION

Recognizing the educational needs of the migratory children of migratory agricultural workers, P.L. 89-750, was enacted in November 1966, amending Title I of the Elementary and Secondary Education Act (ESEA), to authorize a program of services for these youths. During 1992-93, the Migrant Education Program (MEP) was operated under the authority of the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297, Title I, Chapter 1, Part D, Subpart 1 (20 U.S.C. 2781-2783). P.L. 100-297 authorized funds to state educational agencies (SEAs) for "programs and projects...which are designed to meet the special educational needs of migratory children of migratory agricultural workers (including migratory agricultural dairy workers) or of migratory fishermen, and to coordinate such programs and projects with similar programs and projects in other states, including the transmittal of pertinent information with respect to school records of such children" (Section 1202). This report summarizes the participation and achievement information provided by state education agencies (SEAs) on the Chapter 1 Migrant Education Program (MEP) for the 1992-93 school year. The 1992-93 school year marked the ninth year that SEAs were required to submit information using the State Performance Report.[1]

1. PARTICIPATION

The 1992-93 school year was marked by modest growth in the number of participants receiving MEP services, with participation tapering off from very large increases from 1990-91 to 1991-92. In both terms, migrant participants were more likely to receive reading and mathematics than any other instructional service. The number of staff decreased in the regular term and increased in the summer term.

---

[1]In 1992-93, State Performance Reports were received from 49 states, the District of Columbia, and Puerto Rico. Hawaii does not participate in the MEP. West Virginia provided identification and recruitment services but did not provide direct services to migrant children; therefore, the state did not report any participation information on the State Performance Report. The District of Columbia and Puerto Rico are treated as states for the purpose of this analysis.

Overall

- Of the 541,122 migrant education program participants reported as an unduplicated count of both regular and summer term participants (and categorized by ethnicity, migrant status, gender, and year of birth) in 1992-93, 80 percent were Hispanic and 11 percent were white, not Hispanic. The remaining ethnic groups each constituted 3 percent or less of the total. (Table 1.1)

- In 1992-93, 57 percent of the participants were formerly migrant, 30 percent were currently migrant across states (interstate), and 13 percent were currently migrant within a state (intrastate). (Table 1.3)

- Nationally, the percentage of participants classified as currently migrant declined 3 percentage points between 1991-92 and 1992-93. Thirty-two states reported decreases in the number of currently migrant participants served. (Table 1.4)

- Participation reported by race/ethnicity, migrant status, gender, and year of birth increased 2 percent from 1991-92 to 1992-93. Thirty-one states reported increases in participation. (Tables 1.1, 1.3, and 1.5)

- Four percent of migrant participants were reported as disabled, compared to 7 percent of the total child and youth population. (Table 1.8)

- States reported that nearly 25 percent of migrant students were limited English proficient (LEP). (Table 1.9)

Program Descriptive Data

Regular Term

- States reported 453,945 participants by grade in the 1992-93 regular term. The number of regular term participant decreased 3 percent from the previous year. In 1984-85, when the data collection began, states reported serving 311,615 participants, 46 percent fewer than were served in 1992-93. From 1991-92 to 1992-93, regular term participation increased in 28 states. (Tables 1.10 and 1.11 and Figure 1.1)

- Forty-two percent of regular term participants were classified as currently migrant and 58 percent as formerly migrant. (Figure 1.2)

- One-half of the regular term participants were served in the elementary grades (1 through 6). The distribution of participants by grade was about the same in both years. (Table 1.10)

- About a quarter of regular term migrant participants received reading and mathematics services. The number and percentage of participants receiving reading and mathematics services decreased between 1991-92 and 1992-93. (Table 1.12)

- With the exception of other instructional services, the percentage of students receiving services was lower in 1992-93 than in 1984-85. The percentage of students receiving reading services dropped from 48 percent in 1984-85 to 28 percent in 1992-93. A similar trend was found in mathematics services, with 33 percent of participants served in 1984-85, compared to 22 percent in 1992-93. (Table 1.14)

- Over 62 percent of regular term participants received social work and outreach services, 44 percent received other supporting services, 19 percent received health services, and 15 percent received guidance and caounseling services. Ten percent or less of participants received dental, nutrition, or transportation services. (Table 1.14)

- In 1992-93, there were 8,504 full-time equivalent (FTE) staff funded by the migrant education program in the regular term, a 3 percent decrease from 1991-92. The number of teachers decreased by 8 percent, while the number of teacher aides decreased by less than 1 percent. The participant to instructional staff ratio was 89:1 in 1992-93. (Tables 1.15 and 1.27 and Figure 1.3)

Summer Term

- In 1992-93, states reported 213,153 summer term participants, an increase of 8 percent over the previous year. Summer term participation has more than doubled since 1984-85. From 1991-92 to 1992-93, 31 states reported an increase in summer term participation. (Table 1.17 and Figure 1.4)

- Thirty-seven percent of summer term participants were classified as currently migrant and 63 percent as formerly migrant. (Figure 1.5)

- Over one-half of summer term participants were served in the elementary grades (1 through 6). Preschoolers accounted for 21 percent of total participation, and secondary students accounted for 24 percent. (Table 1.17)

- In the summer term, 60 percent of participants received reading services, 52 percent received mathematics services, and 40 percent received other language arts services. Since 1984-85, the proportion of migrant participants receiving services decreased in most instructional categories, with large decreases in ESL, other language arts, mathematics, and vocational services. (Tables 1.19 and 1.21)

- Nearly 60 percent of summer term participants received social work and outreach services, and about one-third received nutrition, transportation and other supporting services. (Table 1.19)

- The percentage of summer term participants reported as receiving health and dental services has been steadily declining over the nine-year period. (Table 1.21)

- In 1992-93, there were 12,207 full-time equivalent (FTE) staff funded by the migrant education program in the summer term, an 11 percent increase over the previous year. The number of teachers increased by 4 percent, while the number of teacher aides increased by 21 percent. The ratio of participants to instructional staff in 1992-93 was 27:1. (Tables 1.22 and 1.27 and Figure 1.6)

Projects and Project Sites

- In 1992-93, 2,061 projects and/or subgrants operated Chapter 1 MEPs across the nation. Within the projects and/or subgrants, there were 9,315 project sites, for an average of 5 project sites per project and/or subgrant. (Table 1.24)

- Of the total number of projects and/or subgrants, 34 percent operated in the regular term only, 7 percent in the summer term only, and 59 percent in both terms. Almost one-half of the project sites were operated in the regular term only, 4 percent in the summer term only, and 49 percent in both terms. (Table 1.24)

Program Comparisons

- Comparing all children served under MEP, Chapter 1 LEA and the public school systems as a whole, proportionately more preschoolers were served by the MEP. (Table 1.25)

- Chapter 1 LEA students were more likely than MEP students in either term to receive reading services. About the same proportion of summer term MEP and Chapter 1 LEA program participants received mathematics services. There was a greater emphasis on supporting services in the MEP program than in the basic Chapter 1 program. (Table 1.26)

- The Chapter 1 LEA program devoted more staff to instructional services (86 percent), that did the MEP (between 60 and 65 percent). This may be due to the increased availability of supporting services in the MEP, including referral and advocacy, and the supplementary nature of the MEP in relation to the Chapter 1 LEA program. (Table 1.27)

- The ratio of participants to instructional staff for the Chapter 1 LEA program (39:1) was higher than that reported for the MEP summer term (27:1), but lower than that reported for the MEP regular term (89:1). (Table 1.27)

2. ACHIEVEMENT[2]

Eighteen states reported achievement data for all eligible students. Thirty-one states reported achievement information for currently migrant participants tested using a norm-referenced, point-in-time assessment model (states were about equally divided in reporting one-point-in-time and two-points-in-time scores). For regular term formerly migrant participants, 33 states provided some form of achievement data for participants tested using a norm-referenced pretest and posttest model. (Figure 2.1)

In general, migrant participants performed better in mathematics than in reading. For example, looking at basic skills test results for formerly migrant participants, pretest percentiles in reading ranged from a high of 21 to a low of 17, while mathematics pretest percentiles ranged from a high of 33 to a low of 28. (Tables 2.13 through 2.16)

Results for All Eligible Students Tested Using a Norm-Referenced One-Point-in-Time Model

- Basic Reading -- Fifteen states reported information, with scores reported for 8,102 formerly migrant participants and 3,092 currently migrant participants. Point-in-time percentiles for formerly migrant participants ranged from 40 (grade 11) to 29 (grade 12), while point-in-time percentiles for currently migrant participants ranged from 70 (grade 12) to 27 (grade 11). (Table 2.1)

- Advanced Reading -- Fourteen states reported information, with scores reported for 33,410 formerly migrant participants and 27,882 currently migrant participants. Point-in-time percentiles for formerly migrant participants ranged from 29 (grade 2) to 16 (grade 9), while point-in-time percentiles for currently migrant participants ranged from 27 (grade 2) to 15 (grade 9). (Table 2.2)

- Basic Mathematics -- Seventeen states reported information, with scores reported for 32,031 formerly migrant participants and 24,427 currently migrant participants. Point-in-time percentiles for formerly migrant participants ranged from 44 (grade 12) to 32 (grade 8), while point-in-time percentiles for currently migrant participants ranged from 47 (grade 12) to 29 (grade 8). (Table 2.3)

---

[2]States were requested to submit data on four testing models: (1) one-point-in-time scores for all eligible students; (2) pretest and posttest scores (optional pretest only) for currently migrant participants; (3) pretest and posttest scores for formerly migrant participants; and (4) sustained effects for formerly migrant participants. Due to the low number of participants tested, data from the sustained effects model have been excluded from this analysis. Refer to Appendix B for a discussion on the limitations of the achievement data.

- Advanced Mathematics -- Thirteen states reported information, with scores reported for 24,836 formerly migrant participants and 20,040 currently migrant participants. Point-in-time percentiles for formerly migrant participants ranged from 38 (grade 11) to 27 (grades 8 and 9), while point-in-time percentiles for currently migrant participants ranged from 38 (grade 11) to 25 (grade 8). (Table 2.4)

Results for Currently Migrant Participants Tested Using a Norm-Referenced One-Point-in-Time Model

- Basic Reading -- Nineteen states reported information, with scores reported for 7,040 participants. Point-in-time NCEs ranged from 35.4 (grade 7) to 29.8 (grade 9). Summary percentiles ranged from 24 (grade 7) to 16 (grade 9). (Table 2.5)

- Advanced Reading -- Fifteen states reported information, with scores reported for 4,638 participants. Point-in-time NCEs ranged from 36.0 (grade 6) to 29.9 (grade 9). Summary percentiles ranged from 25 (grade 6) to 17 (grade 9). (Table 2.6)

- Basic Mathematics -- Eighteen states reported information, with scores reported for 5,450 participants. Point-in-time NCEs ranged from 40.6 (grade 2) to 33.5 (grade 12). Summary percentiles ranged from 32 (grades 2 through 6) to 21 (grade 12). (Table 2.7)

- Advanced Mathematics -- Fourteen states reported information, with scores reported for 3,124 participants. Point-in-time NCEs ranged from 41.4 (grade 4) to 33.7 (grade 12). Summary percentiles ranged from 34 (grade 4) to 22 (grades 11 and 12). (Table 2.8)

Results for Currently Migrant Participants Tested Using a Norm-Referenced Two Points-in-Time Model

- Basic Reading -- Ten states reported information, with scores reported for 1,769 participants for the first data point, and 1,763 for the second. Point-one NCEs ranged from 62.5 (grade 12) to 31.1 (grade 3), while point-two NCEs ranged from 71.6 (grade 11) to 31.8 (grade 2). Summary percentiles for the first data point ranged from 72 (grade 12) to 18 (grade 3). Summary percentiles for the second data point ranged from 84 (grade 11) to 19 (grade 2). (Table 2.9)

- Advanced Reading -- Eleven states reported information, with scores reported for 27,640 participants for the first data point, and 27,662 for the second. Point-one NCEs ranged from 37.0 (grade 2) to 29.3 (grade 9), while point-two NCEs ranged from 35.9 (grade 12) to 28.0 (grade 9). Summary percentiles for the first data point ranged from 26 (grade 2) to 16 (grade 9). Summary percentiles for the second data point ranged from 25 (grade 12) to 14 (grade 9). (Table 2.10)

- Basic Mathematics – Twelve states reported information, with scores reported for 22,452 participants for the first data point, and 22,873 for the second. Point-one NCEs ranged from 44.5 (grade 11) to 37.5 (grade 9), while point-two NCEs ranged from 50.0 (grade 11) to 44.5 (grade 6). Summary percentiles for the first data point ranged from 39 (grade 11) to 27 (grade 9). Summary percentiles for the second data point ranged from 50 (grade 11) to 26 (grades 8 and 12). (Table 2.11)

- Advanced Mathematics -- Ten states reported information, with scores reported for 19,618 participants for the first data point and 19,606 for the second. Point-one NCEs ranged from 42.2 (grade 11) to 34.7 (grade 9), while point-two NCEs ranged from 44.7 (grade 11) to 35.4 (grade 8). Summary percentiles for the first data point ranged from 35 (grade 11) to 23 (grade 9). Summary percentiles for the second data point ranged from 40 (grade 11) to 24 (grade 8). (Table 2.12)

Results for Formerly Migrant Participants Tested Using a Norm-Referenced Pretest and Posttest Model

- Basic Reading – Twenty-eight states reported information, with scores reported for 30,390 participants. Positive NCE gains were posted in all grades. Summary gains ranged from 3.8 (grade 3) to 0.4 (grade 11). Summary pretest percentiles ranged from 17 (grades 9 through 11) to 21 (grade 2, 4, 5, and 6). (Table 2.13)

- Advanced Reading – Twenty-six states reported information, with scores reported for 32,810 participants. Positive NCE gains were posted in one-half of the grades. Summary gains ranged from 2.7 (grade 12) to -2.2 (grade 8). Summary pretest percentiles ranged from 30 (grade 2) to 16 (grade 9). (Table 2.14)

- Basic Mathematics – Twenty-seven states reported information, with scores reported for 49,124 participants. Positive NCE gains were posted in all but three grades. Summary gains ranged from 2.7 (grade 12) to -0.9 (grade 7). Summary pretest percentiles ranged from 33 (grade 11) to 28 (grade 9). (Table 2.15)

- Advanced Mathematics – Twenty-three states reported information, with scores reported for 23,356 participants. Positive NCE gains were posted in all but three grades. Summary gains ranged from 3.7 (grades 3 and 9) to -0.7 (grade 5). Summary pretest percentiles ranged from 36 (grade 11) to 24 (grade 9). (Table 2.16)

3. FUNDING

Of the $6.8 billion allocated to Chapter 1, approximately 5 percent was appropriated to the MEP. While the overall Chapter 1 budget increased 10 percent, the migrant portion of the budget

increased only 5 percent. The allocation per participant increased by $16 between 1991-92 and 1992-93.

- The federal allocation for the Chapter 1 MEP was $308,298,000 for the 1992-93 school year, a 5 percent increase over the 1991-92 allocation. Funding increased in 31 states. (Tables 3.1 and 3.2)

- In 1992-93, the allocation per participant was $570, down from $738 in 1984-85. (Figure 3.1)

Participation Data

Table 1.1

Number and Percentage of Chapter 1 Migrant Education Participants, by Race/Ethnicity -- 1991-92 and 1992-93[a/]

Race/Ethnicity	1991-92		1992-93		Percent Change in Number From Previous Year
	Number	(Percent)[b/]	Number	(Percent)[b/]	
American Indian or Alaskan Native	9,544	(2)	10,026	(2)	5
Asian or Pacific Islander	16,427	(3)	16,331	(3)	-1
Black, not Hispanic	16,777	(3)	18,025	(3)	7
Hispanic	424,596	(80)	431,671	(80)	2
White, not Hispanic	57,232	(11)	61,134	(11)	7
Race Unknown/ Other	7,265	(1)	3,935	(1)	-46
Total[c/]	531,841	(100)	541,122	(100)	2

a/ State performance reports were received from 49 states, the District of Columbia, and Puerto Rico. Hawaii does not participate in the Migrant Education Program. In 1992-93, West Virginia provided identification and recruitment services but did not provide direct services to migrant children; therefore, the state did not report any participation information on the State Performance Report.

b/ Percentages may not add to 100 due to rounding.

c/ Thirty-one states reported increases in participation.

Table 1.2

Chapter 1 Migrant, Chapter 1 LEA, and All Students:
Percentage Distribution by Race/Ethnicity -- 1992-93

Race/Ethnicity	Chapter 1 Migrant 1992-93[a]	Chapter 1 LEA 1992-93[b]	All Students Fall 1991[c]
American Indian or Alaskan Native	2	2	1
Asian or Pacific Islander	3	3	3
Black, not Hispanic	3	27	16
Hispanic	80	29	12
White, not Hispanic	11	39	67
Race Unknown/Other	1	--	--
Total[d]	100	100	100

a/ State performance reports were received from 49 states, the District of Columbia, and Puerto Rico. Hawaii does not participate in the Migrant Education Program. In 1992-93, West Virginia provided identification and recruitment services but did not provide direct services to migrant children; therefore, the state did not report any participation information on the State Performance Report.

b/ U.S. Department of Education, Office of the Under Secretary, Preliminary Tabulations prepared by Westat, August 1994.

c/ National Center for Education Statistics, *Digest of Education Statistics*, 1993, p.61. Data are for most recent year available.

d/ Percentages may not add to 100 due to rounding.

Table 1.3

Number and Percentage of Chapter 1 Migrant Education Participants, by Migrant Status -- 1991-92 and 1992-93[a/]

Migrant Status	1991-92		1992-93		Percent Change in Number From Previous Year
	Number	(Percent)[b/]	Number	(Percent)[b/]	
Currently					
Interstate	172,162	(32)	162,281	(30)	-6
Intrastate	72,016	(14)	70,996	(13)	-1
Formerly	287,663	(54)	307,845	(57)	7
Total[c/]	531,841	(100)	541,122	(100)	2

a/ State performance reports were received from 49 states, the District of Columbia, and Puerto Rico. Hawaii does not participate in the Migrant Education Program. In 1992-93, West Virginia provided identification and recruitment services but did not provide direct services to migrant children; therefore, the state did not report any participation information on the State Performance Report.

Children of migratory workers are eligible for MEP services based on their migrant status. There are two classifications of migrant status: currently migrant and formerly migrant. A currently migrant child is one whose parent or guardian is a migratory agricultural worker or migratory fisher, and who has moved within the past 12 months from one school district to another to enable the child, the child's parent, guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity. Twelve months after a child's last qualifying move, the child is considered "formerly migratory" and remains eligible for MEP services for an additional five years. Migration may occur within (intra) and/or across (inter) states. Children of migratory agricultural workers comprised 96 percent of total MEP participation; the remaining 4 percent were children of migratory fishers.

b/ Percentages may not add to 100 due to rounding.

c/ Thirty-one states reported increases in participation.

Table 1.4 **Percentage of Regular Term Participants Classified as Currently Migrant 1991-92 and 1992-93**

State	Percent Currently 1991-92	Percent Currently 1992-93	Percentage Point Difference
Alabama	47	44	-3
Alaska	62	66	4
Arizona	56	56	0
Arkansas	42	40	-2
California	34	32	-2
Colorado	64	54	-10
Connecticut	22	24	2
Delaware	62	43	-19
District of Columbia	25	12	-13
Florida	64	57	-7
Georgia	72	68	-4
Idaho	51	48	-3
Illinois	56	50	-6
Indiana	85	80	-5
Iowa	64	62	-2
Kansas	44	38	-6
Kentucky	33	36	3
Louisiana	30	29	-1
Maine	38	42	4
Maryland	73	75	2
Massachusetts	37	36	-1
Michigan	63	61	-2
Minnesota	90	96	6
Mississippi	36	27	-9
Missouri	53	55	2
Montana	97	95	-2
Nebraska	83	75	-8
Nevada	29	37	8
New Hampshire	24	19	-5
New Jersey	49	42	-7
New Mexico	36	34	-2
New York	38	36	-2
North Carolina	60	61	1
North Dakota	97	98	1
Ohio	87	84	-3
Oklahoma	65	58	-7
Oregon	48	51	3
Pennsylvania	44	46	2
Puerto Rico	21	29	8
Rhode Island	23	18	-5
South Carolina	92	91	-1
South Dakota	64	46	-18
Tennessee	53	56	3
Texas	48	40	-8
Utah	35	39	4
Vermont	26	29	3
Virginia	85	76	-9
Washington	52	53	1
West Virginia	86	–	-86
Wisconsin	80	75	-5
Wyoming	87	79	-8
	0	0	
Total	46	43	-3

Table 1.5

Number and Percentage of Chapter 1 Migrant Education Participants, by Gender -- 1991-92 and 1992-93[a/]

Gender	1991-92		1992-93		Percent Change in Number From Previous Year
	Number	(Percent)[b/]	Number	(Percent)[b/]	
Male	272,907	(51)	282,616	(52)	4
Female	258,934	(49)	258,506	(48)	*
Total[c/]	531,841	(100)	541,122	(100)	2

* Less than 1 percent.

a/ State performance reports were received from 49 states, the District of Columbia, and Puerto Rico. Hawaii does not participate in the Migrant Education Program. In 1992-93, West Virginia provided identification and recruitment services but did not provide direct services to migrant children; therefore, the state did not report any participation information on the State Performance Report.

b/ Percentages may not add to 100 due to rounding.

c/ Thirty-one states reported increases in participation.

Table 1.6

Number and Percentage of Chapter 1 Migrant Education Participants, by Year of Birth -- 1992-93[a]

Year of Birth	Number	(Percent)[b]	
1970	320	(*)	
1971	1,647	(*)	5% late completers
1972	3,445	(1)	
1973	6,370	(1)	
1974	13,729	(3)	
1975	22,474	(4)	
1976	27,349	(5)	35% secondary age
1977	30,204	(6)	
1978	31,974	(6)	
1979	35,995	(7)	
1980	38,773	(7)	
1981	40,263	(7)	
1982	42,268	(8)	47% elementary age
1983	42,196	(8)	
1984	42,583	(8)	
1985	42,507	(8)	
1986	40,776	(8)	
1987	33,899	(6)	
1988	18,904	(4)	
1989	12,071	(2)	14% K and preK age
1990	6,938	(1)	
1991	3,701	(1)	
1992	2,247	(*)	
1993	489	(*)	
Total	541,122	(100)	

* Less than 1 percent.

a/ State performance reports were received from 49 states, the District of Columbia, and Puerto Rico. Hawaii does not participate in the Migrant Education Program. In 1992-93, West Virginia provided identification and recruitment services but did not provide direct services to migrant children; therefore, the state did not report any participation information on the State Performance Report.

b/ Percentages may not add to 100 due to rounding.

Table 1.7

Number and Percentage of Chapter 1 Migrant Education Participants With Disabilities and Total Participants, by Gender -- 1992-93[a/]

Gender	Participants With Disabilities		Total Participants	
	Number	(Percent)[b/]	Number	(Percent)[b/]
Male	14,743	(66)	282,616	(52)
Female	7,558	(34)	258,506	(48)
Total	22,301	(100)	541,122	(100)

a/ State performance reports were received from 49 states, the District of Columbia, and Puerto Rico. Hawaii does not participate in the Migrant Education Program. In 1992-93, West Virginia provided identification and recruitment services but did not provide direct services to migrant children; therefore, the state did not report any participation information on the State Performance Report.

b/ Percentages may not add to 100 due to rounding.

Table 1.8 **Percentage of Chapter 1 Migrant Education Participants With Disabilities and the Percentage of All Children Receiving Special Education -- 1992-93**

State	Migrant Education Program			Percentage of All Children Receiving Special Education a/
	Total Disabled	Total Participation	Percent Disabled	
Alabama	274	4,944	5.5	8.4
Alaska	1,536	11,227	13.7	9.4
Arizona	708	14,244	5.0	6.1
Arkansas	663	8,385	7.9	7.7
California	3,222	166,793	1.9	6.1
Colorado	42	4,142	1.0	6.7
Connecticut	227	3,663	6.2	8.7
Delaware	0	424	0.0	7.9
District of Columbia	3	337	0.9	5.6
Florida	1,414	33,068	4.3	8.3
Georgia	262	9,942	2.6	6.1
Hawaii b/	–	–	–	4.8
Idaho	180	6,996	2.6	6.8
Illinois	14	2,696	0.5	8.0
Indiana	28	6,181	0.5	7.9
Iowa	10	528	1.9	8.0
Kansas	94	11,736	0.8	6.9
Kentucky	1,194	12,447	9.6	7.8
Louisiana	75	3,991	1.9	6.3
Maine	456	5,064	9.0	8.8
Maryland	4	486	0.8	7.6
Massachusetts	139	8,274	1.7	10.9
Michigan	228	19,167	1.2	6.7
Minnesota	20	5,332	0.4	6.9
Mississippi	136	5,595	2.4	7.8
Missouri	172	1,911	9.0	7.7
Montana	2	724	0.3	8.0
Nebraska	6	2,219	0.3	8.0
Nevada	11	526	2.1	6.9
New Hampshire	24	95	25.3	7.6
New Jersey	197	1,662	11.9	9.9
New Mexico	416	3,417	12.2	8.5
New York	1,022	8,970	11.4	7.4
North Carolina	18	5,041	0.4	7.4
North Dakota	1	1,152	0.1	7.0
Ohio	23	5,923	0.4	7.3
Oklahoma	52	1,166	4.5	7.9
Oregon	515	18,494	2.8	8.1
Pennsylvania	226	6,899	3.3	6.9
Puerto Rico	0	21,224	0.0	–
Rhode Island	0	345	0.0	9.0
South Carolina	11	686	1.6	8.0
South Dakota	0	198	0.0	7.3
Tennessee	9	396	2.3	8.6
Texas	8,072	95,703	8.4	7.5
Utah	27	2,045	1.3	7.7
Vermont	36	1,177	3.1	6.8
Virginia	3	1,125	0.3	7.7
Washington	490	12,938	3.8	6.9
West Virginia b/	–	–	–	9.3
Wisconsin	39	1,085	3.6	7.0
Wyoming	0	339	0.0	8.4
Total	22,301	541,122	4.1	7.4

a/ Children from birth to 21 served under Chapter 1 ESEA (SOP) and children age 3-21 served under IDEA, Part B.

Source: U.S. Department of Education, Sixteenth Annual Report to Congress on the Implementation of Individuals with Disabilities Education Act, 1994

b/ Hawaii does not participate in the Migrant Education Program. West Virginia participated in the program, but did not serve any students in 1992-93.

27

Table 1.9 Percentage of Chapter 1 Migrant Education Participants Who were Limited English Proficient -- 1992-93

State	Total Number of LEP Participants	Total Number of Participants	Percent LEP
Alabama	715	4,944	14.5
Alaska	1,870	11,227	16.7
Arizona	7,266	14,244	51.0
Arkansas	254	8,385	3.0
California	47,031	166,793	28.2
Colorado	110	4,142	2.7
Connecticut	2,467	3,663	67.3
Delaware	2	424	0.5
District of Colu	0	337	0.0
Florida	5,749	33,068	17.4
Georgia	414	9,942	4.2
Idaho	1,012	6,996	14.5
Illinois	879	2,696	32.6
Indiana	740	6,181	12.0
Iowa	494	528	93.6
Kansas	3,224	11,736	27.5
Kentucky	52	12,447	0.4
Louisiana	384	3,991	9.6
Maine	236	5,064	4.7
Maryland	108	486	22.2
Massachusetts	2,137	8,274	25.8
Michigan	296	19,167	1.5
Minnesota	0	5,332	0.0
Mississippi	959	5,595	17.1
Missouri	17	1,911	0.9
Montana	216	724	29.8
Nebraska	1,654	2,219	74.5
Nevada	150	526	28.5
New Hampshire	0	95	0.0
New Jersey	341	1,662	20.5
New Mexico	1,790	3,417	52.4
New York	1,815	8,970	20.2
North Carolina	164	5,041	3.3
North Dakota	0	1,152	0.0
Ohio	93	5,923	1.6
Oklahoma	8	1,166	0.7
Oregon	2,320	18,494	12.5
Pennsylvania	2,083	6,899	30.2
Puerto Rico	–	–	–
Rhode Island	0	345	0.0
South Carolina	0	686	0.0
South Dakota	148	198	74.7
Tennessee	71	396	17.9
Texas	35,534	95,703	37.1
Utah	817	2,045	40.0
Vermont	0	1,177	0.0
Virginia	749	1,125	66.6
Washington	4,871	12,938	37.6
West Virginia	–	–	–
Wisconsin	38	1,085	3.5
Wyoming	20	339	5.9
Total a/	129,298	519,898	24.9

a/ The total number of participants does not include participants from Puerto Rico. The large increase in the number of LEP students may be due to the fact that 1992-93 was the second year of reporting these data. States may still be refining their data collection methods. Also, no standard LEP definition exists among states.

BEST COPY AVAILABLE

Table 1.10

Number and Percentage of Chapter 1 Migrant Education Participants Reported by Grade Span -- Regular Term 1991-92 and 1992-93[a/]

Grade Span	1991-92		1992-93		Percent Change in Number From Previous Year
	Number	(Percent)[b/]	Number	(Percent)[b/]	
Pre-K and Kindergarten	65,519	(14)	62,267	(14)	-5
Grades 1-6	230,969	(49)	227,125	(50)	-2
Grades 7-12	158,615	(34)	151,233	(33)	-5
Ungraded/Out-of-School[c/]	11,956	(3)	13,320	(3)	11
Total[d/]	467,059	(100)	453,945	(100)	-3

a/ State Performance Reports were received from 49 states, the District of Columbia, and Puerto Rico. Hawaii does not participate in the Migrant Education Program. In 1992-93, West Virginia provided identification and recruitment services but did not provide direct services to migrant children; therefore, the state did not report participation information on the State Performance Report. In 1991-92, Montana, Utah, and Wyoming did not offer a regular term program. Utah and Wyoming did not offer a regular term program in 1992-93.

b/ Percentages may not add to 100 due to rounding.

c/ Ungraded/out-of-school students may include special education children, transitional bilingual students, or those in a correctional setting.

d/ Twenty-eight states reported increases in regular term participation. The increases in participation were offset by a large decrease (30,678 participants) reported by Texas.

Table 1.11

Chapter 1 Migrant Education Participation --
Regular Term 1984-85 to 1992-93[a/]

Year	Regular Term Participation	Percent Change Year-to-Year
1984-85	311,615	
1985-86	323,601	4
1986-87	300,674	-7
1987-88	308,279	3
1988-89	333,042	8
1989-90	260,893	8
1990-91	381,345	6
1991-92	467,059	22
1992-93	453,945	-3

a/ The following states did not provide a regular term program:

1984-85 -- Montana, Nebraska, Rhode Island, and Wyoming.
1985-86 -- Montana, Nebraska, and Wyoming.
1986-87 -- Montana, Nebraska, and Wyoming.
1987-88 -- Montana and Nebraska.
1988-89 -- Montana, Nebraska, and Utah.
1989-90 -- Nebraska, Utah, and Wyoming.
1990-91 -- Montana, Nebraska, Rhode Island, Utah, and Wyoming.
1991-92 -- Montana, Utah, and Wyoming.
1992-93 -- Utah and Wyoming.

Figure 1.1
Regular Term Participation: 1984-85 to 1992-93

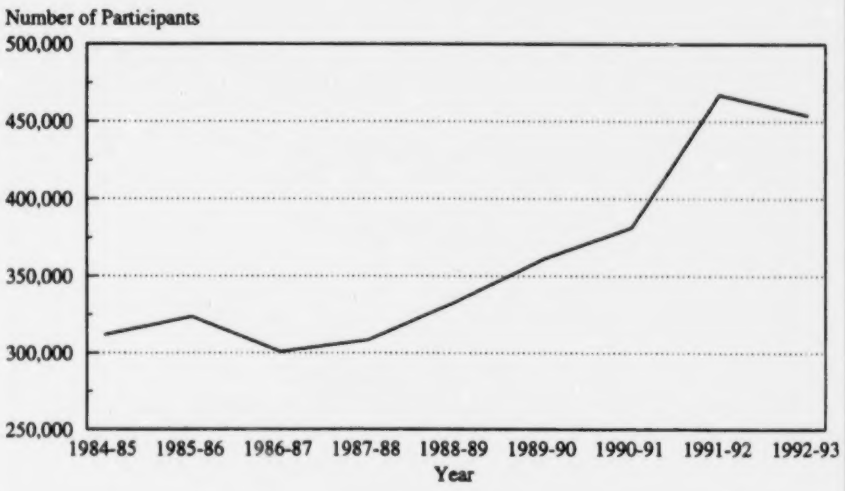
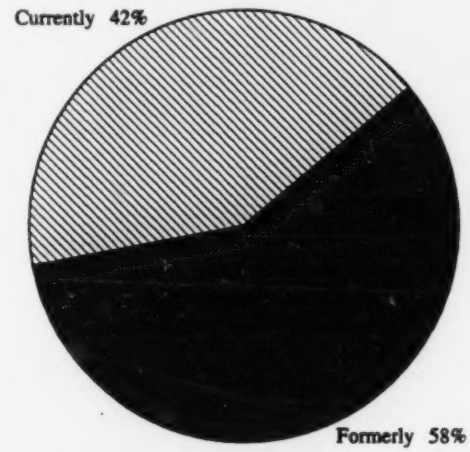


Figure 1.2
Regular Term Participation by Migrant Status
1992-93



Total = 453,945

Table 1.12

Number and Percentage of Chapter 1 Migrant Education Participants Receiving Services, by Service Area -- Regular Term 1991-92 and 1992-93[a/]

Service Area	1991-92 Number	1991-92 (Percent Served)	1992-93 Number	1992-93 (Percent Served)	Percent Change in Number From Previous Year
Instructional					
ESL	61,311	(13)	40,765	(9)	-32
Reading	142,583	(31)	127,361	(28)	-11
Other Language Arts	79,843	(17)	82,227	(18)	3
Mathematics	112,240	(24)	101,006	(22)	-10
Vocational	15,219	(3)	17,862	(4)	17
Other Instructional[b/c/]	62,582	(13)	181,538	(40)	190
Supporting					
Guidance and Counseling[b/]	47,999	(10)	67,077	(15)	40
Social Work and Outreach[b/]	264,104	(57)	283,459	(62)	7
Health	58,530	(13)	85,721	(19)	45
Dental	20,051	(4)	35,685	(8)	78
Nutrition	38,734	(8)	45,216	(10)	17
Transportation	33,402	(7)	37,092	(8)	11
Other Supporting[b/d/]	145,377	(31)	199,491	(44)	37
Unduplicated Number of Participants	467,059		453,945		-3

a/ State Performance Reports were received from 49 states, the District of Columbia, and Puerto Rico. Hawaii does not participate in the Migrant Education Program. In 1992-93, West Virginia provided identification and recruitment services but did not provide direct services to migrant children; therefore, the state did not report participation information on the State Performance Report. In 1991-92, Montana, Utah, and Wyoming did not offer a regular term program. Utah and Wyoming did not offer a regular term program in 1992-93.

b/ States are permitted to report duplicated participant counts in the other instructional, guidance and counseling, social work and outreach, and other supporting services categories since multiple services can be offered in these areas. As a result, the participant counts in these areas may be duplicated, and the percent served may be over 100 percent. In the remaining categories, however, duplicated counts should not be reported.

c/ Other instructional services are any services not included in the five named categories. Examples cited in the policy manual include health, safety, swimming, and driver education.

d/ Other supporting services include any services not included in the named categories. Examples include translation services and insurance.

Table 1.13

Percentage of Chapter 1 Migrant Education Participants Receiving Services, by Grade Span -- Regular Term 1992-93[a/]

Service Area	Grade Span			
	Pre-K and Kindergarten	1-6	7-12	Total
Instructional				
ESL	8	10	8	9
Reading	18	36	23	28
Other Language Arts	12	22	16	18
Mathematics	13	27	20	22
Vocational	1	1	10	4
Other Instructional[b/c/]	47	38	43	40
Supporting				
Guidance and Counseling[b/]	9	9	27	15
Social Work and Outreach[b/]	61	61	66	62
Health	20	19	18	19
Dental	7	8	8	8
Nutrition	9	10	11	10
Transportation	7	8	9	8
Other Supporting[b/d/]	42	41	48	44

a/ Utah and Wyoming did not offer a regular term program in 1992-93.

b/ States are permitted to report duplicated participant counts in the other instructional, guidance and counseling, social work and outreach, and other supporting services categories since multiple services can be offered in these areas. As a result, the participant counts in these areas may be duplicated, and the percent served may be over 100 percent. In the remaining categories, however, duplicated counts should not be reported.

c/ Other instructional services are any services not included in the five named categories. Examples cited in the policy manual include health, safety, swimming, and driver education.

d/ Other supporting services include any services not included in the named categories. Examples include translation services and insurance.

Table 1.14

Percentage of Chapter 1 Migrant Education Participants Receiving Services -- Regular Term 1984-85 to 1992-93[a/]

Service Area	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93
Instructional									
ESL	17	14	19	17	16	20	15	13	9
Reading	48	21	44	43	40	39	36	31	28
Other Language Arts	23	12	16	15	14	17	18	17	18
Mathematics	33	29	32	31	29	28	28	24	22
Vocational	8	4	4	4	4	3	4	3	4
Other Instructional[b/c/]	11	10	10	12	16	19	20	13	40
Supporting									
Guidance and Counseling[b/]	NA	NA	NA	NA	NA	49	50	10	15
Social Work and Outreach[b/]	NA	NA	NA	NA	NA	18	19	57	62
Attendance and Guidance[d/]	32	44	71	65	64	NA	NA	NA	NA
Health	25	33	31	33	31	23	20	13	19
Dental	18	18	16	16	16	10	9	4	8
Nutrition	7	7	10	8	11	10	9	8	10
Transportation	12	9	14	11	11	9	8	7	8
Other Supporting[b/e/]	13	10	12	16	39	43	43	31	44

a/ The following states did not provide a regular term program:
1984-85 -- Montana, Nebraska, Rhode Island, and Wyoming.
1985-86 -- Montana, Nebraska, and Wyoming.
1986-87 -- Montana, Nebraska, and Wyoming.
1987-88 -- Montana and Nebraska.
1988-89 -- Montana, Nebraska, and Utah.
1989-90 -- Nebraska, Utah, and Wyoming.
1990-91 -- Montana, Nebraska, Rhode Island, Utah, and Wyoming.
1991-92 -- Montana, Utah, and Wyoming.
1992-93 -- Utah and Wyoming.

b/ States are permitted to report duplicated participant counts in the other instructional, guidance and counseling, social work and outreach, attendance and guidance, and other supporting services categories since multiple services can be offered in these areas. As a result, the participant counts in these areas may be duplicated, and the percent served may be over 100 percent. In the remaining categories, however, duplicated counts should not be reported.

c/ Other instructional services are any services not included in the five named categories. Examples cited in the policy manual include health, safety, swimming, and driver education.

d/ In 1988-89, the attendance and guidance category was eliminated and replaced with the guidance and counseling and the social work and outreach categories. For the few states reporting on the revised form in 1988-89, guidance and counseling services were combined with social work and outreach and reported in the attendance and guidance category.

e/ Other supporting services include any services not included in the named categories. Examples include translation services and insurance.

Table 1.15

Number and Percentage of Full-Time Equivalent Staff Funded by the Chapter 1 Migrant Education Program -- Regular Term 1991-92 and 1992-93[a/]

FTE Staff	1991-92		1992-93		Percent Change in Number From Previous Year
	Number	(Percent)[b/]	Number	(Percent)[b/]	
Administrative	376.9	(4)	317.0	(4)	-16
Teachers	1,709.4	(20)	1,565.1	(18)	-8
Teacher Aides	3,528.1	(40)	3,525.8	(42)	*
Clerical	531.5	(6)	458.1	(5)	-14
Supporting Services	754.1	(9)	622.2	(7)	-18
Linker/Advocate	201.1	(2)	277.6	(3)	38
Recruiters	879.4	(10)	853.9	(10)	-3
MSRTS Data Entry Specialists	523.0	(6)	439.9	(5)	-16
Other	246.6	(3)	444.1	(5)	80
Total[c/]	8,750.1	(100)	8,503.7	(100)	-3

* Less than 1 percent.

a/ State Performance Reports were received from 49 states, the District of Columbia, and Puerto Rico. Hawaii does not participate in the Migrant Education Program. In 1992-93, West Virginia provided identification and recruitment services but did not provide direct services to migrant children; therefore, the state did not report participation information on the State Performance Report. In 1991-92, Montana, Utah, and Wyoming did not offer a regular term program. Utah and Wyoming did not offer a regular term program in 1992-93. In both years, North Dakota reported participants, but no staff.

b/ Percentages may not add to 100 due to rounding.

c/ Twenty-two states reported increases in the total number of regular term staff.

Table 1.16

Full-Time Equivalent Teachers, Teacher Aides, and Total Staff
Funded by the Chapter 1 Migrant Education Program --
Regular Term 1984-85 to 1992-93[a/]

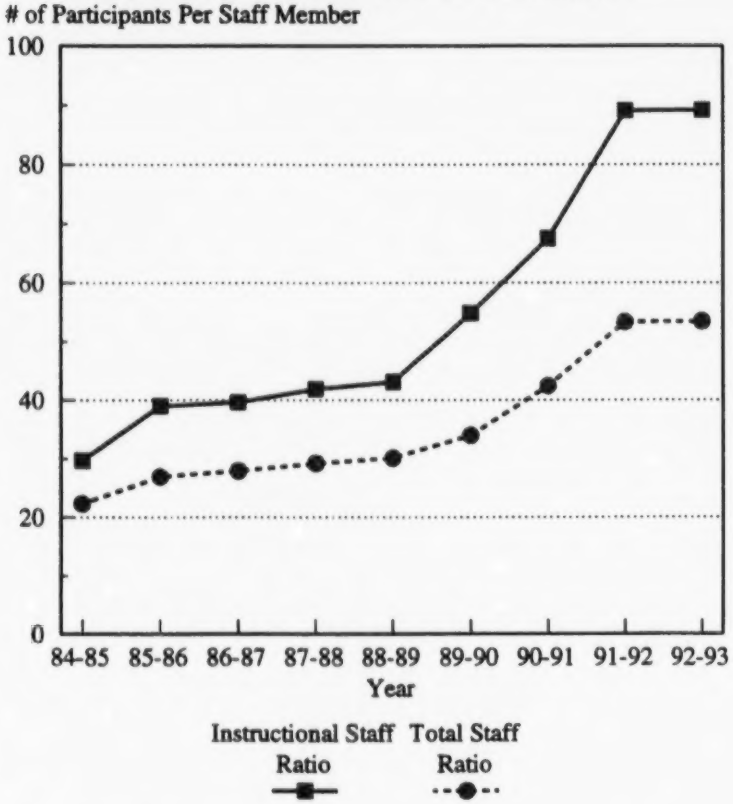
	Teachers		Teacher Aides		Total Staff	
	Number	Percent Change	Number	Percent Change	Number	Percent Change
1984-85	4,041.7		6,433.4		14,004.2	
1985-86	3,089.2	-24	5,217.6	-19	12,052.1	-14
1986-87	2,550.4	-17	5,036.8	-3	10,788.7	-10
1987-88	2,462.9	-3	4,898.9	-3	10,549.1	-2
1988-89	2,598.1	5	5,123.8	5	11,067.6	5
1989-90	2,201.3	-15	4,384.1	-14	10,614.4	-4
1990-91	1,815.8	-18	3,834.4	-12	9,002.2	-15
1991-92	1,709.4	-6	3,528.1	-8	8,750.1	-3
1992-93	1,565.1	-8	3,525.8	*	8,503.7	-3

* Less than 1 percent.

a/ The following states did not provide a regular term program:

1984-85 -- Montana, Nebraska, Rhode Island, and Wyoming.
1985-86 -- Montana, Nebraska, and Wyoming.
1986-87 -- Montana, Nebraska, and Wyoming.
1987-88 -- Montana and Nebraska.
1988-89 -- Montana, Nebraska, and Utah.
1989-90 -- Nebraska, Utah, and Wyoming.
1990-91 -- Montana, Nebraska, Rhode Island, Utah, and Wyoming.
1991-92 -- Montana, Utah, and Wyoming.
1992-93 -- Utah and Wyoming.

Figure 1.3
Regular Term Ratios of Participants to Instructional Staff and to Total Staff



Note: Instructional staff refers to teachers and teacher aides.

Table 1.17

Number and Percentage of Chapter 1 Migrant Education Participants Reported by Grade Span -- Summer Term 1991-92 and 1992-93[a/]

Grade Span	1991-92		1992-93		Percent Change in Number From Previous Year
	Number	(Percent)[b/]	Number	(Percent)[b/]	
Pre-K and Kindergarten	42,987	(22)	43,867	(21)	2
Grades 1-6	102,455	(52)	112,804	(53)	10
Grades 7-12	46,302	(23)	50,628	(24)	9
Ungraded/Out-of-School[c/]	5,328	(3)	5,854	(3)	10
Total[d/]	197,072	(100)	213,153	(100)	8

a/ State Performance Reports were received from 49 states, the District of Columbia, and Puerto Rico. Hawaii does not participate in the Migrant Education Program. In 1992-93, West Virginia provided identification and recruitment services but did not provide direct services to migrant children; therefore, the state did not report any participation information on the State Performance Report. All states provided a summer term program in both years.

A summer term is defined as any period of time between May 15 and August 31 that is not part of the regular term.

b/ Percentages may not add to 100 due to rounding.

c/ Ungraded/out-of-school students include special education children, transitional bilingual students, or those in a correctional setting.

d/ Thirty-one states reported increases in summer term participation.

Table 1.18

Chapter 1 Migrant Education Participation --
Summer Term 1984-85 to 1992-93[a/]

Year	Summer Term Participation	Percent Change Year-to-Year
1984-85	100,895	
1985-86	112,350	11
1986-87	104,751	-7
1987-88	105,664	1
1988-89	125,427	19
1989-90	128,037	2
1990-91	149,842	17
1991-92	197,072	32
1992-93	213,153	8

a/ The following states did not provide a summer term program:

1984-85 -- Arkansas, District of Columbia, Mississippi, Nevada, Oklahoma, Puerto Rico, and South Dakota.

1985-86 -- Arkansas, District of Columbia, Mississippi, Nevada, Oklahoma, Puerto Rico, and South Dakota.

1986-87 -- District of Columbia, Iowa, Louisiana, Mississippi, Nevada, Oklahoma, and Puerto Rico.

1987-88 -- Iowa, Louisiana, Mississippi, Oklahoma, and Puerto Rico.

1988-89 -- Louisiana, Mississippi, Oklahoma, and Puerto Rico.

1989-90 -- Louisiana, Oklahoma, and Puerto Rico.

1990-91 -- Nevada, New Hampshire, and Puerto Rico.

Figure 1.4
Summer Term Participation: 1984-85 to 1992-93

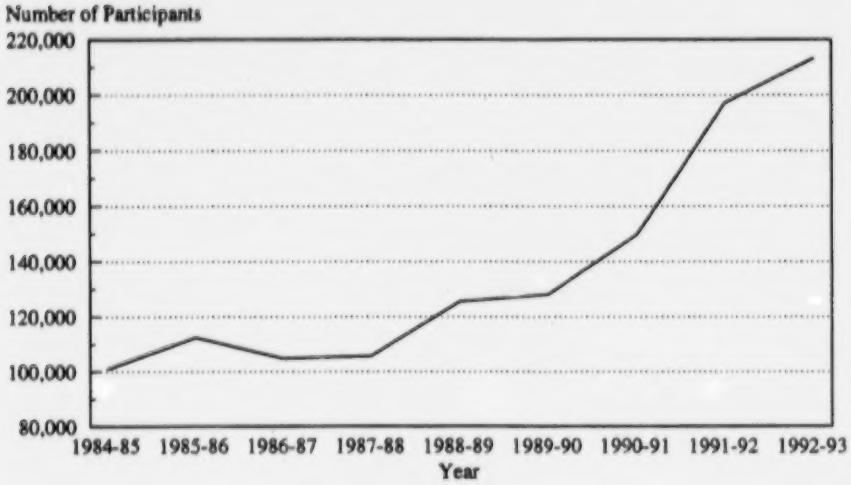
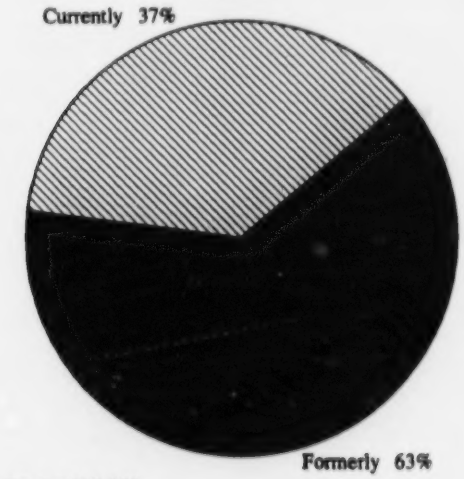


Figure 1.5
Summer Term Participation by Migrant Status
1992-93



Total = 213,153

Table 1.19

Number and Percentage of Chapter 1 Migrant Education Participants Receiving Services, by Service Area -- Summer Term 1991-92 and 1992-93[a/]

Service Area	1991-92 Number	1991-92 (Percent Served)	1992-93 Number	1992-93 (Percent Served)	Percent Change in Number From Previous Year
Instructional					
ESL	36,265	(18)	30,793	(14)	-15
Reading	112,462	(57)	126,768	(60)	13
Other Language Arts	76,813	(39)	85,140	(40)	11
Mathematics	100,559	(51)	110,001	(52)	9
Vocational	16,271	(8)	12,590	(6)	-23
Other Instructional[b/c/]	65,790	(33)	153,026	(72)	133
Supporting					
Guidance and Counseling[b/]	17,031	(9)	16,768	(8)	-2
Social Work and Outreach[b/]	122,568	(62)	126,511	(59)	3
Health	34,329	(17)	35,495	(17)	3
Dental	19,417	(10)	17,307	(8)	-11
Nutrition	66,834	(34)	62,523	(29)	-7
Transportation	70,668	(36)	68,467	(32)	-3
Other Supporting[b/d/]	98,750	(50)	75,447	(35)	-24
Unduplicated Number of Participants	197,072		213,153		8

a/ State Performance Reports were received from 49 states, the District of Columbia, and Puerto Rico. Hawaii does not participate in the Migrant Education Program. In 1992-93, West Virginia provided identification and recruitment services but did not provide direct services to migrant children; therefore, the state did not report any participation information on the State Performance Report. All states provided a summer term program in both years.

b/ States are permitted to report duplicated participant counts in the other instructional, guidance and counseling, social work and outreach, and other supporting services categories since multiple services can be offered in these areas. As a result, the participant counts may be duplicated, and the percent served in these categories may be over 100 percent. In the remaining categories, however, duplicated counts should not be reported.

c/ Other instructional services are any services not included in the five named categories. Examples cited in the policy manual include health, safety, swimming, and driver education.

d/ Other supporting services include any services not included in the named categories. Examples include translation services and insurance.

Table 1.20

Percentage of Chapter 1 Migrant Education Participants Receiving Services, by Grade Span -- Summer Term 1992-93

Service Area	Grade Span			
	Pre-K and Kindergarten	1-6	7-12	Total
Instructional				
ESL	17	15	11	14
Reading	49	67	57	60
Other Language Arts	33	48	31	40
Mathematics	43	57	51	52
Vocational	4	5	9	6
Other Instructional[a/b/]	89	68	66	72
Supporting				
Guidance and Counseling[a/]	8	6	11	8
Social Work and Outreach[a/]	63	59	57	59
Health	22	17	11	17
Dental	10	9	5	8
Nutrition	36	30	22	29
Transportation	39	34	24	32
Other Supporting[a/c/]	45	30	34	35

a/ States are permitted to report duplicated participant counts in the other instructional, guidance and counseling, social work and outreach, and other supporting services categories since multiple services can be offered in these areas. As a result, the participant counts may be duplicated, and the percent served in these categories may be over 100 percent. In the remaining categories, however, duplicated counts should not be reported.

b/ Other instructional services are any services not included in the five named categories. Examples cited in the policy manual include health, safety, swimming, and driver education.

c/ Other supporting services include any services not included in the named categories. Examples include translation services and insurance.

Table 1.21

Percentage of Chapter 1 Migrant Education Participants Receiving Services -- Summer Term 1984-85 to 1992-93[a/]

Service Area	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93
Instructional									
ESL	34	22	24	26	23	25	19	18	14
Reading	58	58	66	71	62	49	60	57	60
Other Language Arts	50	44	41	44	40	44	41	39	40
Mathematics	61	56	65	69	57	51	51	51	52
Vocational	24	10	10	11	11	11	11	8	6
Other Instructional[b/c/]	35	36	18	58	58	64	63	33	72
Supporting									
Guidance and Counseling[b/]	NA	NA	NA	NA	NA	43	46	9	8
Social Work and Outreach[b/]	NA	NA	NA	NA	NA	27	18	62	59
Attendance and Guidance[d/]	43	55	79	73	78	NA	NA	NA	NA
Health	39	35	37	28	25	24	22	17	17
Dental	27	16	19	17	15	15	12	10	8
Nutrition	38	51	55	57	53	44	43	34	29
Transportation	55	56	59	60	57	47	42	36	32
Other Supporting[b/e/]	13	8	7	18	28	54	28	50	35

a/ The following states did not provide a summer term program:
1984-85 -- Arkansas, District of Columbia, Mississippi, Nevada, Oklahoma, Puerto Rico, and South Dakota.
1985-86 -- Arkansas, District of Columbia, Mississippi, Nevada, Oklahoma, Puerto Rico, and South Dakota.
1986-87 -- District of Columbia, Iowa, Louisiana, Mississippi, Nevada, Oklahoma, and Puerto Rico.
1987-88 -- Iowa, Louisiana, Mississippi, Oklahoma, and Puerto Rico.
1988-89 -- Louisiana, Mississippi, Oklahoma, and Puerto Rico.
1989-90 -- Louisiana, Oklahoma, and Puerto Rico.
1990-91 -- Nevada, New Hampshire, and Puerto Rico.

b/ States are permitted to report duplicated participant counts in the other instructional, guidance and counseling, social work and outreach, attendance and guidance, and other supporting services categories since multiple services can be offered in these areas. As a result, the participant counts may be duplicated, and the percent served in these categories may be over 100 percent. In the remaining categories, however, duplicated counts should not be reported.

c/ Other instructional services are any services not included in the five named categories. Examples cited in the policy manual include health, safety, swimming, and driver education.

d/ In 1988-89, the attendance and guidance category was eliminated and replaced with the guidance and counseling and the social work and outreach categories. For the few states reporting on the revised form in 1988-89, guidance and counseling services were combined with social work and outreach and reported in the attendance and guidance category.

e/ Other supporting services include any services not included in the named categories. Examples include translation services and insurance.

Table 1.22

Full-Time Equivalent Staff Funded by the Chapter 1 Migrant Education Program -- Summer Term 1991-92 and 1992-93[a/]

FTE Staff	1991-92		1992-93		Percent Change in Number From Previous Year
	Number	(Percent)[b/]	Number	(Percent)[b/]	
Administrative	540.1	(5)	585.4	(5)	8
Teachers	4,016.0	(37)	4,192.2	(34)	4
Teacher Aides	3,106.2	(28)	3,754.5	(31)	21
Clerical	549.2	(5)	487.0	(4)	-11
Supporting Services	1,044.9	(10)	1,368.0	(11)	31
Linker/Advocate	222.2	(2)	268.4	(2)	21
Recruiters	617.3	(6)	536.0	(4)	-13
MSRTS Data Entry Specialists	277.6	(3)	308.8	(3)	11
Other	613.7	(6)	706.8	(6)	15
Total[c/]	10,987.2	(100)	12,206.9	(100)	11

a/ State Performance Reports were received from 49 states, the District of Columbia, and Puerto Rico. Hawaii does not participate in the Migrant Education Program. In 1992-93, West Virginia provided identification and recruitment services but did not provide direct services to migrant children; therefore, the state did not report any participation information on the State Performance Report. All states provided a summer term program in both years.

Since summer term projects vary considerably in length across and within states, FTEs are not calculated in a uniform manner. Therefore, these data should be interpreted with caution.

b/ Percentages may not add to 100 due to rounding.

c/ Twenty-four states reported increases in the total number of summer term staff.

Table 1.23

Full-Time Equivalent Teachers, Teacher Aides, and Total Staff
Funded by the Chapter 1 Migrant Education Program --
Summer Term 1984-85 to 1992-93[a/]

	Teachers		Teacher Aides		Total Staff	
	Number	Percent Change	Number	Percent Change	Number	Percent Change
1984-85	3,294.7		3,341.6		9,583.8	
1985-86	4,331.3	31	3,148.2	-6	10,881.4	14
1986-87	4,091.8	-6	3,209.0	2	10,424.9	-4
1987-88	4,003.4	-2	3,178.4	-1	10,294.6	-1
1988-89	3,896.1	-3	3,538.7	11	10,527.0	2
1989-90	4,026.2	3	3,391.8	-4	11,076.8	5
1990-91	3,754.6	-7	3,258.3	-4	10,754.4	-3
1991-92	4,016.0	7	3,106.2	-5	10,987.2	2
1992-93	4,192.2	4	3,754.5	21	12,206.9	11

a/ The following states did not provide a summer term program:

1984-85 -- Arkansas, District of Columbia, Mississippi, Nevada, Oklahoma, Puerto Rico, and South Dakota.

1985-86 -- Arkansas, District of Columbia, Mississippi, Nevada, Oklahoma, Puerto Rico, and South Dakota.

1986-87 -- District of Columbia, Iowa, Louisiana, Mississippi, Nevada, Oklahoma, and Puerto Rico.

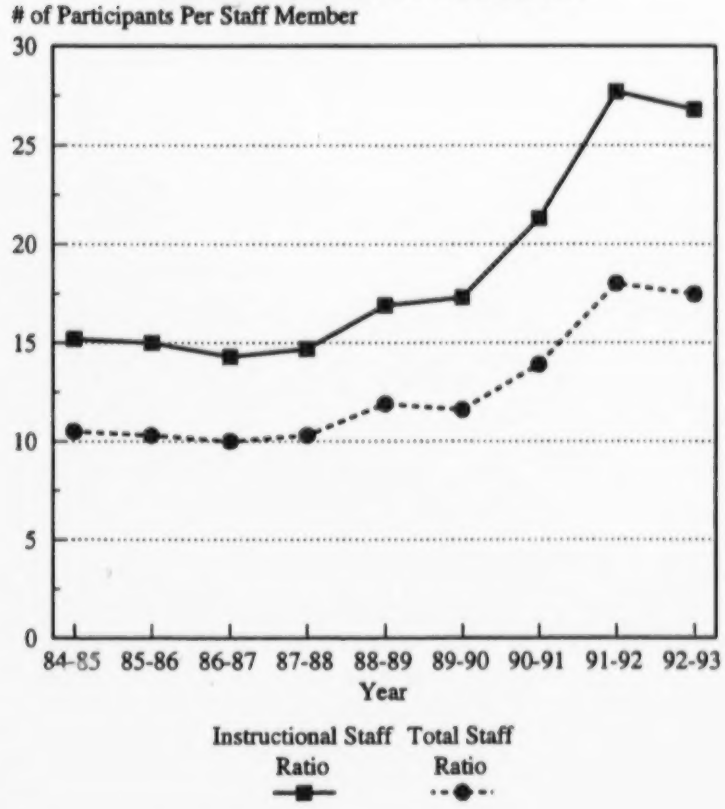
1987-88 -- Iowa, Louisiana, Mississippi, Oklahoma, and Puerto Rico.

1988-89 -- Louisiana, Mississippi, Oklahoma, and Puerto Rico.

1989-90 -- Louisiana, Oklahoma, and Puerto Rico.

1990-91 -- Nevada, New Hampshire, and Puerto Rico.

Figure 1.6
Summer Term Ratios of Participants to Instructional and to Total Staff



Note: Instructional staff refers to teachers and teacher aides.

Table 1.24

Chapter 1 Migrant Education Projects and/or Subgrants and Project Sites, by Term: 1991-92 and 1992-93[a]

	1991-92		1992-93		Percent Change
	Number	Percent[b]	Number	Percent[b]	
Projects and/or Subgrants					
Regular term only	638	(38)	710	(34)	11
Summer term only	118	(7)	144	(7)	22
Both terms	947	(56)	1,207	(59)	28
Total	1,703	(100)	2,061	(100)	21
Project Sites					
Regular term only	4,236	(50)	4,436	(48)	5
Summer term only	258	(3)	351	(4)	36
Both terms	3,994	(47)	4,528	(49)	13
Total	8,488	(100)	9,315	(100)	10

a/ State performance reports were received from 49 states, the District of Columbia, and Puerto Rico. Hawaii does not participate in the Migrant Education Program. In 1992-93, West Virginia provided identification and recruitment services but did not provide direct services to migrant children; therefore, the state did not report any participation information on the State Performance Report.

b/ Percentages may not add to 100 due to rounding.

Table 1.25

Percentage Distribution by Grade Span: Chapter 1 Migrant, Chapter 1 LEA, and All Students, 1992-93

Grade Span	Chapter 1 Migrant Regular Term Participation 1992-93	Chapter 1 Migrant Summer Term Participation 1992-93	Chapter 1 LEA Public School Regular Term Participation[a/] 1992-93	Public School Students[b/] 1991
Pre-K and Kindergarten	14	21	10	9[c/]
Grades 1-6	50	53	71	48
Grades 7-12	33	24	19	42
Ungraded/Unclassified	3	3	--	--
Total[d/]	100	100	100	100

* Less than 1 percent.

a/ U.S. Department of Education, Office of the Under Secretary, unpublished Tabulations prepared by Westat, August 1994.

b/ National Center for Education Statistics. Table 40--Enrollment in Public Elementary and Secondary Schools, by Grade and State: Fall 1992, *Digest of Education Statistics, 1993*, 56-57. Includes enrollment for the 50 states, the District of Columbia, and Puerto Rico. Data are for most recent year available.

c/ The U.S. total represents an undercount because pre-kindergarten enrollment data are not reported by many states.

d/ Percentages may not add to 100 due to rounding.

Table 1.26

Service Area Composition of Chapter 1 Migrant and Chapter 1 LEA Participants, 1992-93

Service Area	Percent Served		
	Chapter 1 Migrant Regular Term Participation 1992-93	Chapter 1 Migrant Summer Term Participation 1992-93	Chapter 1 LEA Public School Regular Term Participation[a/] 1992-93
Instructional			
ESL	9	14	NA
Reading	28	60	72
Other Language Arts	18	40	24
Mathematics	22	52	49
Vocational	4	6	NA
Other Instructional	40	72	14
Supporting			
Guidance and Counseling	15	8	NA
Social Work and Outreach	62	59	NA
Attendance and Guidance	NA	NA	24
Health	19	17	11[c/]
Dental	8	8	NA
Nutrition	10	29	--
Transportation	8	32	3
Other Supporting	44	35	9

a/ U.S. Department of Education, Office of the Under Secretary, unpublished tabulations prepared by Westat, August 1994.

b/ In 1984-85, three instructional reporting categories, including English to limited English background and vocational, were eliminated from the Chapter 1 LEA State Performance Report. SEAs were instructed to use the other instructional category to report the provision of these services.

c/ Combined health and nutrition services.

Table 1.27

Percent Distribution of FTE Staff by Classification,
Chapter 1 Migrant and Chapter 1 LEA, 1992-93

Staff	Chapter 1 Migrant Regular Term FTE Staff 1992-93		Chapter 1 Migrant Summer Term FTE Staff 1992-93		Chapter 1 LEA FTE Staff[a] 1992-93	
	Number	(Percent)[b]	Number	(Percent)[b]	Number	(Percent)
Administrative	317.0	(4)	585.4	(5)	4,104.4	(2)
Teachers	1,565.1	(18)	4,192.2	(34)	82,309.9	(45)
Teacher Aides	3,525.8	(42)	3,754.5	(31)	74,268.2	(41)
Supporting	622.2	(7)	1,368.0	(11)	7,918.2	(4)
Linker/Advocate	277.6	(3)	268.4	(2)	NA	(NA)
Recruiters/MSRTS Data Entry Specialists	1,293.8	(15)	844.8	(7)	NA	(NA)
Clerical	458.1	(5)	487.0	(4)	6,524.6	(4)
Other	444.1	(5)	706.8	(6)	7,356.0	(4)
Total	8,503.7	(100)	12,206.9	(100)	182,481.4	
Number of Participants	453,945		213,155		6,050,001	
Total Instructional Staff[c]	5,090.9		7,946.6		156,578.1	
Ratio of Participants to Instructional Staff	89:1		27:1		39:1	

a/ U.S. Department of Education, Office of the Under Secretary, unpublished tabulations prepared by Westat, August 1994.

b/ Percentages may not add to 100 due to rounding.

c/ The combined number of teachers and teacher aides.

Achievement Data

Figure 2.1
Number of States Reporting Chapter 1 Migrant Achievement Data, by Population: 1992-93

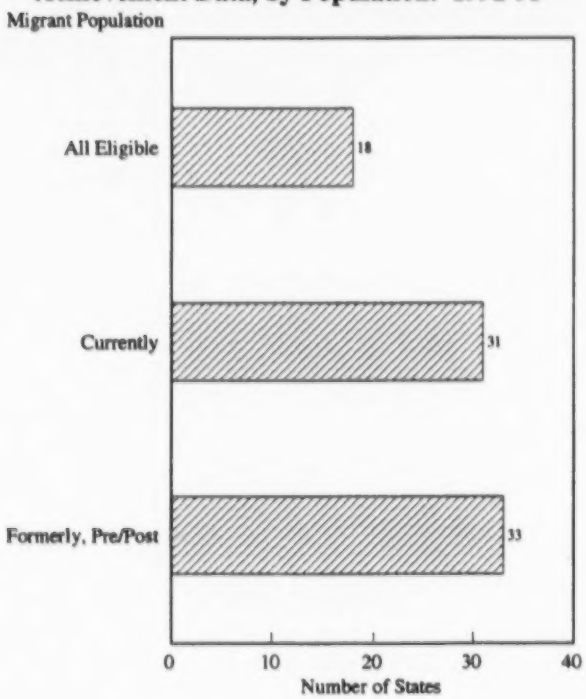


Table 2.1

Basic Skills Reading Results for All Eligible Students, by Grade -- 1992-93[a/]

Grade	Formerly				Currently			
	Number of States Reporting	Number Tested	NCE Score	Percentile	Number of States Reporting	Number Tested	NCE Score	Percentile
2	15	1,318	43.0	37	11	508	41.2	33
3	13	1,272	43.1	37	14	522	40.1	32
4	13	1,198	42.1	35	13	476	43.3	37
5	15	1,215	42.5	36	13	439	41.0	33
6	14	1,053	43.9	38	14	428	40.7	33
7	14	925	42.2	35	11	312	41.4	34
8	13	700	42.6	36	12	208	41.0	33
9	12	193	41.2	33	11	110	42.5	36
10	13	116	42.4	35	9	58	45.3	41
11	11	85	45.1	40	4	19	37.2	27
12	9	27	38.6	29	2	12	61.0	70
Total[b/]	15	8,102			15	3,092		

a/ Interpret with caution! These NCE scores were not anchored to specific national norm dates. Schools could have conducted the point-in-time assessment at anytime during the 1992-93 regular school year. Testing dates may have varied within and across states. Refer to Appendix B for a discussion on the limitations of the achievement data. Data are for regular term participants.

b/ The follcwing states provided basic skills reading information for all eligible children: Arkansas, Colorado, Iowa, Kentucky, Louisiana, Maine, Maryland, Mississippi, New Hampshire, New Mexico, New York, North Carolina, Pennsylvania, South Dakota, Tennessee, and Vermont.

Table 2.2

Advanced Skills Reading Results for All Eligible Students, by Grade -- 1992-93[a/]

Grade	Formerly				Currently			
	Number of States Reporting	Number Tested	NCE Score	Percentile	Number of States Reporting	Number Tested	NCE Score	Percentile
2	13	3,213	38.9	29	12	2,345	37.4	27
3	13	3,367	36.8	26	12	2,540	35.0	23
4	13	3,918	36.0	25	11	3,114	34.9	23
5	13	4,324	36.2	25	12	3,460	34.8	23
6	13	4,011	36.9	26	12	3,359	35.6	24
7	12	3,810	35.7	24	10	3,172	34.4	23
8	12	3,487	33.4	21	11	2,936	31.7	19
9	13	2,886	29.5	16	11	2,749	28.9	15
10	12	2,137	32.3	20	8	2,049	31.9	19
11	9	1,880	32.9	20	5	1,784	32.3	20
12	7	377	36.1	25	3	374	35.7	24
Total[b/]	14	33,410			14	27,882		

a/ Interpret with caution! These NCE scores were not anchored to specific national norm dates. Schools could have conducted the point-in-time assessment at anytime during the 1992-93 regular school year. Testing dates may have varied within and across states. Refer to Appendix B for a discussion on the limitations of the achievement data. Data are for regular term participants.

b/ The following states provided advanced skills reading information for all eligible children: Arkansas, Colorado, Iowa, Louisiana, Maine, Mississippi, New Mexico, New York, North Carolina, Pennsylvania, South Dakota, Tennessee, Texas, and Vermont.

Table 2.3

Basic Skills Mathematics Results for All Eligible Students, by Grade -- 1992-93[a/]

Grade	Formerly				Currently			
	Number of States Reporting	Number Tested	NCE Score	Percentile	Number of States Reporting	Number Tested	NCE Score	Percentile
2	17	3,141	43.8	38	13	2,303	42.7	36
3	15	3,139	43.7	38	16	2,252	42.1	35
4	15	3,819	44.6	39	15	2,807	43.6	38
5	17	4,237	42.8	36	15	3,012	41.1	33
6	16	3,963	42.6	36	15	2,921	40.5	32
7	16	3,698	41.4	34	14	2,793	40.2	32
8	15	3,628	40.6	32	14	2,708	38.4	29
9	14	2,616	41.4	34	13	2,149	39.7	31
10	15	1,779	41.3	34	14	1,667	41.6	34
11	14	1,461	46.2	42	7	1,267	46.7	43
12	10	550	47.0	44	5	548	48.8	47
Total[b/]	17	32,031			17	24,427		

a/ Interpret with caution! These NCE scores were not anchored to specific national norm dates. Schools could have conducted the point-in-time assessment at anytime during the 1992-93 regular school year. Testing dates may have varied within and across states. Refer to Appendix B for a discussion on the limitations of the achievement data. Data are for regular term participants.

b/ The following states provided basic skills mathematics information for all eligible children: Arkansas, Colorado, Iowa, Kentucky, Louisiana, Maine, Maryland, Mississippi, New Hampshire, New Mexico, New York, North Carolina, Pennsylvania, Puerto Rico, South Dakota, Tennessee, Texas, and Vermont.

BEST COPY AVAILABLE

Table 2.4

Advanced Skills Mathematics Results for All Eligible Students, by Grade -- 1992-93[a/]

Grade	Formerly				Currently			
	Number of States Reporting	Number Tested	NCE Score	Percentile	Number of States Reporting	Number Tested	NCE Score	Percentile
2	12	2,533	40.9	33	11	1,821	38.6	29
3	12	2,558	41.8	34	12	1,796	40.0	31
4	12	2,971	42.3	35	10	2,352	40.7	33
5	12	3,338	40.2	32	11	2,566	38.7	29
6	12	3,091	39.6	31	11	2,486	38.1	28
7	12	2,742	38.0	28	10	2,198	36.7	26
8	12	2,728	37.2	27	11	2,229	35.8	25
9	12	1,859	37.6	27	11	1,731	36.8	26
10	11	1,484	38.6	29	10	1,412	38.7	29
11	9	1,231	43.7	38	6	1,152	43.7	38
12	6	301	40.8	33	3	297	40.6	32
Total[b/]	13	24,836			13	20,040		

a/ Interpret with caution! These NCE scores were not anchored to specific national norm dates. Schools could have conducted the point-in-time assessment at anytime during the 1992-93 regular school year. Testing dates may have varied within and across states. Refer to Appendix B for a discussion on the limitations of the achievement data. Data are for regular term participants.

b/ The following states provided advanced skills mathematics information for all eligible children: Arkansas, Colorado, Iowa, Louisiana, Maine, Mississippi, New York, North Carolina, Pennsylvania, South Dakota, Tennessee, Texas, and Vermont.

Table 2.5

Basic Skills Reading Results for Currently Migrant Participants -- One-Point-in-Time Scores, by Grade -- 1992-93[a/]

Grade	Number of States Reporting	Number Tested	NCE Score	Percentile
2	16	957	32.8	20
3	18	1,026	34.8	23
4	17	1,022	33.9	22
5	17	971	34.3	22
6	17	840	34.4	23
7	18	614	35.4	24
8	17	376	32.5	20
9	15	501	29.8	16
10	11	392	30.4	17
11	8	214	32.0	19
12	8	127	34.7	23
Total[b/]	19	7,040		

a/ Interpret with caution! These NCE scores were not anchored to specific national norm dates. Migrant projects could have conducted the point-in-time assessment for currently migrant participants at anytime during 1992-93 regular school year. Testing dates may have varied within and across states. Refer to Appendix B for a discussion on the limitations of the achievement data. Data are for regular term participants.

b/ The following states provided one-point-in-time basic skills reading information for currently migrant participants: Alabama, Arizona, Arkansas, Colorado, Idaho, Indiana, Kansas, Kentucky, Louisiana, Maryland, Michigan, Missouri, Nebraska, Nevada, Ohio, Oregon, South Dakota, Vermont, and Washington.

Table 2.6

Advanced Skills Reading Results for Currently Migrant Participants -- One-Point-in-Time Scores, by Grade -- 1992-93[a/]

Grade	Number of States Reporting	Number Tested	NCE Score	Percentile
2	14	583	33.8	22
3	15	647	33.7	22
4	12	679	35.0	23
5	14	672	35.3	24
6	13	582	36.0	25
7	13	364	33.8	22
8	13	163	31.8	19
9	12	366	29.9	17
10	8	309	32.5	20
11	8	170	32.3	20
12	6	103	35.3	24
Total[b/]	15	4,638		

a/ Interpret with caution! These NCE scores were not anchored to specific national norm dates. Migrant projects could have conducted the point-in-time assessment for currently migrant participants at anytime during 1992-93 regular school year. Testing dates may have varied within and across states. Refer to Appendix B for a discussion on the limitations of the achievement data. Data are for regular term participants.

b/ The following states provided one-point-in-time advanced skills reading information for currently migrant participants: Alabama, Arizona, Arkansas, Colorado, Idaho, Indiana, Kansas, Louisiana, Michigan, Missouri, Nevada, Ohio, Oklahoma, South Dakota, and Washington.

Table 2.7

Basic Skills Mathematics Results for Currently Migrant Participants --
One-Point-in-Time Scores, by Grade -- 1992-93[a/]

Grade	Number of States Reporting	Number Tested	NCE Score	Percentile
2	16	779	40.6	32
3	17	799	40.4	32
4	16	747	40.5	32
5	16	680	40.5	32
6	17	618	40.1	32
7	17	423	36.5	26
8	16	308	35.9	25
9	14	428	35.2	24
10	11	359	34.3	22
11	10	190	34.4	23
12	6	119	33.5	21
Total	18	5,450		

a/ Interpret with caution! These NCE scores were not anchored to specific national norm dates. Migrant projects could have conducted the point-in-time assessment for currently migrant participants at anytime during 1992-93 regular school year. Testing dates may have varied within and across states. Refer to Appendix B for a discussion on the limitations of the achievement data. Data are for regular term participants.

b/ The following states provided one-point-in-time basic skills mathematics information for currently migrant participants: Alabama, Arizona, Arkansas, Colorado, Idaho, Indiana, Kansas, Kentucky, Louisiana, Maryland, Michigan, Missouri, Nevada, Ohio, Oregon, South Dakota, Vermont, and Washington.

Table 2.8

Advanced Skills Mathematics Results for Currently Migrant Participants -- One-Point-in-Time Scores, by Grade -- 1992-93[a/]

Grade	Number of States Reporting	Number Tested	NCE Score	Percentile
2	11	414	41.1	33
3	13	389	37.9	28
4	10	375	41.4	34
5	12	405	40.2	32
6	11	361	40.0	31
7	11	196	35.8	25
8	11	105	38.2	28
9	10	328	35.1	24
10	5	303	34.7	23
11	4	151	33.8	22
12	2	97	33.7	22
Total[b/]	14	3,124		

a/ Interpret with caution! These NCE scores were not anchored to specific national norm dates. Migrant projects could have conducted the point-in-time assessment for currently migrant participants at anytime during 1992-93 regular school year. Testing dates may have varied within and across states. Refer to Appendix B for a discussion on the limitations of the achievement data. Data are for regular term participants.

b/ The following states provided one-point-in-time advanced skills mathematics information for currently migrant participants: Alabama, Arizona, Arkansas, Colorado, Idaho, Indiana, Louisiana, Michigan, Missouri, Nevada, Ohio, Oklahoma, South Dakota, and Washington.

Table 2.9

Basic Skills Reading Results for Currently Migrant Children --
Two-Points-in-Time Scores, by Grade -- 1992-93[a/]

Grade	Data Point 1				Data Point 2			Change
	Number of States Reporting	Number Tested	NCE Score	Percentile	Number Tested	NCE Score	Percentile	
2	9	177	32.0	19	197	31.8	19	-0.2
3	9	357	31.1	18	359	34.0	22	2.9
4	9	381	35.9	25	388	37.3	27	1.4
5	9	377	36.4	25	378	36.0	25	-0.4
6	9	174	43.8	38	156	48.8	47	5.0
7	6	121	41.5	34	113	46.8	44	5.3
8	7	87	43.6	38	81	48.8	47	5.2
9	7	48	43.2	37	42	49.1	48	5.9
10	4	24	45.4	41	30	35.7	24	-9.7
11	2	12	43.2	37	8	71.6	84	28.4
12	2	11	62.5	72	11	67.4	79	4.9
Total[b/]	10	1,769			1,763			

a/ Interpret with caution! These NCE scores were not anchored to specific national norm dates. Migrant projects could have conducted the point-in-time assessment for currently migrant participants at anytime during 1992-93 regular school year. Testing dates may have varied within and across states. Refer to Appendix B for a discussion on the limitations of the achievement data. Data are for regular term participants.

b/ The following states provided two-point-in-time basic skills reading information for currently migrant participants: Florida, Iowa, Maine, Mississippi, New Mexico, New York, North Carolina, Pennsylvania, South Dakota, and Vermont.

Table 2.10

Advanced Skills Reading Results for Currently Migrant Participants --
Two-Points-in-Time Scores, by Grade -- 1992-93[a/]

Grade	Data Point 1				Data Point 2			Change
	Number of States Reporting	Number Tested	NCE Score	Percentile	Number Tested	NCE Score	Percentile	
2	9	2,091	37.0	26	2,109	35.7	24	-1.3
3	9	2,487	33.6	21	2,491	34.2	22	0.6
4	10	3,186	32.2	19	3,196	34.9	23	2.7
5	10	3,518	32.8	20	3,522	35.0	23	2.2
6	11	3,304	34.8	23	3,289	35.6	24	0.8
7	8	3,113	34.3	22	3,116	33.6	21	-0.7
8	8	2,923	32.9	20	2,922	30.1	17	-2.8
9	7	2,743	29.3	16	2,740	28.0	14	-1.3
10	6	2,056	32.5	20	2,062	30.4	17	-2.1
11	4	1,819	31.9	19	1,815	32.4	20	0.5
12	3	400	33.2	21	400	35.9	25	2.7
Total[b/]	11	27,640			27,662			

a/ Interpret with caution! These NCE scores were not anchored to specific national norm dates. Migrant projects could have conducted the point-in-time assessment for currently migrant participants at anytime during 1992-93 regular school year. Testing dates may have varied within and across states. Refer to Appendix B for a discussion on the limitations of the achievement data. Data are for regular term participants.

b/ The following states provided two-point-in-time advanced skills reading information for currently migrant participants: Alaska, Florida, Iowa, Maine, Mississippi, New Mexico, New York, North Carolina, Pennsylvania, South Dakota, and Texas.

Table 2.11

Basic Skills Mathematics Results for Currently Migrant Participants --
Two-Points-in-Time Scores, by Grade -- 1992-93[a/]

Grade	Data Point 1				Data Point 2			Change
	Number of States Reporting	Number Tested	NCE Score	Percentile	Number Tested	NCE Score	Percentile	
2	10	1,900	39.7	31	1,991	40.8	33	1.1
3	11	2,031	40.7	33	2,032	43.3	37	2.6
4	11	2,513	41.8	34	2,516	43.7	38	1.9
5	11	2,786	41.0	33	2,762	40.7	33	-0.3
6	10	2,724	39.8	31	2,669	41.0	33	1.2
7	7	2,514	40.5	32	2,596	37.8	28	-2.7
8	8	2,522	38.5	29	2,574	36.6	26	-1.9
9	10	2,034	37.5	27	2,104	39.4	30	1.9
10	8	1,708	40.8	33	1,831	39.4	30	-1.4
11	4	1,295	44.5	39	1,253	50.0	50	5.5
12	3	425	43.5	37	545	36.6	26	-6.9
Total[b/]	12	22,452			22,873			

a/ Interpret with caution! These NCE scores were not anchored to specific national norm dates. Migrant projects could have conducted the point-in-time assessment for currently migrant participants at anytime during 1992-93 regular school year. Testing dates may have varied within and across states. Refer to Appendix B for a discussion on the limitations of the achievement data. Data are for regular term participants.

b/ The following states provided two-point-in-time basic skills mathematics information for currently migrant participants: Florida, Iowa, Maine, Mississippi, New Mexico, New York, North Carolina, Pennsylvania, Puerto Rico, South Dakota, Texas, and Vermont.

Table 2.12

Advanced Skills Mathematics Results for Currently Migrant Participants -- Two-Points-in-Time Scores, by Grade -- 1992-93[a/]

Grade	Data Point 1				Data Point 2			Change
	Number of States Reporting	Number Tested	NCE Score	Percentile	Number Tested	NCE Score	Percentile	
2	8	1,560	35.3	24	1,581	38.3	29	3.0
3	8	1,692	36.8	26	1,691	40.7	33	3.9
4	9	2,322	38.7	29	2,319	41.0	33	2.3
5	9	2,561	38.1	28	2,563	37.3	27	-0.8
6	9	2,423	36.9	26	2,408	38.0	28	1.1
7	7	2,150	36.3	25	2,147	35.9	25	-0.4
8	7	2,217	35.5	24	2,218	35.4	24	-0.1
9	8	1,763	34.7	23	1,750	38.8	29	4.1
10	7	1,427	38.4	29	1,429	38.1	28	-0.3
11	4	1,180	42.2	35	1,176	44.7	40	2.5
12	3	323	37.6	27	324	40.4	32	2.8
Total[b/]	10	19,618			19,606			

a/ Interpret with caution! These NCE scores were not anchored to specific national norm dates. Migrant projects could have conducted the point-in-time assessment for currently migrant participants at anytime during 1992-93 regular school year. Testing dates may have varied within and across states. Refer to Appendix B for a discussion on the limitations of the achievement data. Data are for regular term participants.

b/ The following states provided two-point-in-time advanced skills mathematics information for currently migrant participants: Alaska, Florida, Iowa, Maine, Mississippi, New York, North Carolina, Pennsylvania, South Dakota, and Texas.

Table 2.13

Basic Skills Reading Pretest and Posttest Results for Formerly Migrant Participants, by Grade -- 1992-93[a/]

Grade	Number of States Reporting	Number Tested	Pretest		Posttest		Gain
			Pretest NCE	Percentile	Posttest NCE	Percentile	
2	25	3,001	33.4	21	34.1	22	0.7
3	26	3,982	31.0	18	34.8	23	3.8
4	27	4,194	33.0	21	34.3	22	1.3
5	26	4,793	33.2	21	34.2	22	1.0
6	25	4,282	33.3	21	34.7	23	1.4
7	26	2,766	32.7	20	35.5	24	2.8
8	25	2,570	32.8	20	34.6	23	1.8
9	19	1,419	30.6	17	31.9	19	1.3
10	15	1,492	30.6	17	31.8	19	1.2
11	11	1,133	29.9	17	30.3	17	0.4
12	6	758	30.7	18	31.2	18	0.5
Total[b/]	28	30,390					

a/ Refer to Appendix B for a discussion on the limitations of the achievement data. Data are for regular term participants.

b/ The following states provided pretest and posttest basic skills reading information for formerly migrant participants: Alabama, Arizona, Arkansas, California, Colorado, Florida, Idaho, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Michigan, Mississippi, Missouri, Nebraska, Nevada, New Hampshire, New Mexico, New York, North Carolina, Oregon, Pennsylvania, South Carolina, South Dakota, Vermont, and Washington.

Table 2.14

Advanced Skills Reading Pretest and Posttest Results for Formerly Migrant Participants, by Grade -- 1992-93[a/]

Grade	Number of States Reporting	Number Tested	Pretest		Posttest		Gain
			Pretest NCE	Percentile	Posttest NCE	Percentile	
2	23	2,936	39.1	30	38.5	29	-0.6
3	25	3,390	35.1	24	36.1	25	1.0
4	26	3,986	34.0	22	36.5	26	2.5
5	25	4,426	34.6	23	36.2	25	1.6
6	24	3,928	36.1	25	36.6	26	0.5
7	24	3,569	35.2	24	34.5	23	-0.7
8	24	3,320	33.7	22	31.5	19	-2.2
9	16	2,821	29.7	16	28.4	15	-1.3
10	13	2,141	32.5	20	31.1	18	-1.4
11	11	1,884	32.6	20	32.8	20	0.2
12	7	409	34.5	23	37.2	27	2.7
Total[b/]	26	32,810					

a/ Refer to Appendix B for a discussion on the limitations of the achievement data. Data are for regular term participants.

b/ The following states provided pretest and posttest advanced skills reading information for formerly migrant participants: Alabama, Alaska, Arizona, Arkansas, Colorado, Florida, Idaho, Indiana, Iowa, Kansas, Louisiana, Maine, Michigan, Mississippi, Missouri, Nebraska, New Mexico, New York, North Carolina, Oklahoma, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, and Washington.

BEST COPY AVAILABLE

Table 2.15

Basic Skills Mathematics Pretest and Posttest Results for Formerly Migrant Participants, by Grade -- 1992-93[a/]

Grade	Number of States Reporting	Number Tested	Pretest		Posttest		Gain
			Pretest NCE	Percentile	Posttest NCE	Percentile	
2	26	4,258	39.5	30	41.7	34	2.2
3	26	5,024	38.7	29	40.3	32	1.6
4	27	6,074	39.0	30	40.6	32	1.6
5	26	6,875	39.6	31	39.5	30	-0.1
6	24	6,384	39.0	30	40.2	32	1.2
7	25	4,938	39.6	31	38.7	29	-0.9
8	24	5,099	38.3	29	37.8	28	-0.5
9	21	3,598	38.1	28	40.1	32	2.0
10	17	3,101	38.3	29	38.8	29	0.5
11	15	2,497	41.2	33	42.4	35	1.2
12	9	1,276	40.2	32	42.9	36	2.7
Total[b/]	27	49,124					

a/ Refer to Appendix B for a discussion on the limitations of the achievement data. Data are for regular term participants.

b/ The following states provided pretest and posttest basic skills mathematics information for formerly migrant participants: Arizona, Arkansas, California, Colorado, Florida, Idaho, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Michigan, Mississippi, Missouri, Nevada, New Mexico, New York, North Carolina, Oregon, Pennsylvania, Puerto Rico, South Carolina, South Dakota, Texas, Vermont, and Washington.

Table 2.16

Advanced Skills Mathematics Pretest and Posttest Results for Formerly Migrant Participants, by Grade -- 1992-93[a/]

Grade	Number of States Reporting	Number Tested	Pretest		Posttest		Gain
			Pretest NCE	Percentile	Posttest NCE	Percentile	
2	19	2,188	38.4	29	41.4	34	3.0
3	22	2,333	38.5	29	42.2	35	3.7
4	22	2,871	39.7	31	42.1	35	2.4
5	21	3,256	39.6	31	38.9	29	-0.7
6	20	2,889	38.2	28	39.2	30	1.0
7	21	2,461	37.3	27	36.9	26	-0.4
8	19	2,502	36.7	26	36.2	25	-0.5
9	14	1,813	35.5	24	39.2	30	3.7
10	13	1,481	38.5	29	38.6	29	0.1
11	9	1,237	42.6	36	44.7	40	2.1
12	6	325	38.8	29	41.4	34	2.6
Total[b/]	23	23,356					

a/ Refer to Appendix B for a discussion on the limitations of the achievement data. Data are for regular term participants.

b/ The following states provided pretest and posttest advanced skills mathematics information for formerly migrant participants: Alaska, Arizona, Arkansas, Colorado, Florida, Idaho, Indiana, Iowa, Louisiana, Maine, Michigan, Mississippi, Missouri, Nevada, New York, North Carolina, Oklahoma, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, and Washington.

Funding Information

Table 3.1

Chapter 1 Migrant Education Participation Allocations
School Years 1979-80 to 1992-93[a/]

School Year	Migrant Allocations	Percent Change
1979-80	$209,593,746	
1980-81	245,000,000	16.9
1981-82	266,400,000	8.7
1982-83	255,744,000	-4.0
1983-84	255,744,000	0.0
1984-85	258,024,000	0.9
1985-86	264,524,000	2.5
1986-87	253,149,000	-4.3
1987-88	264,524,000	4.5
1988-89	269,029,000	1.7
1989-90	271,700,000	1.0
1990-91	282,444,000	3.9
1991-92	294,592,169	4.3
1992-93	308,298,000	4.7
Change 1979-80 to 1992-93	$ 98,704,254	47.1

Source: U.S. Department of Education.

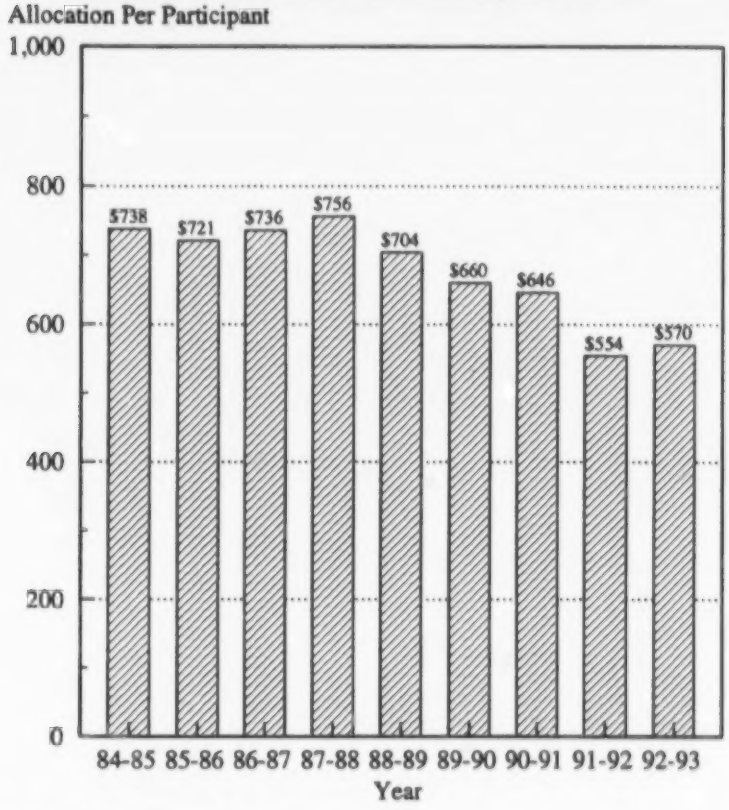
a/ Includes the 50 states, the District of Columbia, Puerto Rico, the Northern Marianas, and MSRTS.

Table 3.2 **Chapter 1 Migrant Allocations, by State -- 1991-92 and 1992-93**

State	1991-92	1992-93	Percent Change
Alabama	$1,966,556	$1,955,323	-0.6
Alaska	8,581,362	9,975,165	16.2
Arizona	6,906,387	6,908,849	0.0
Arkansas	3,608,291	3,562,015	-1.3
California	100,340,195	106,748,028	6.4
Colorado	2,242,095	2,303,388	2.7
Connecticut	2,269,791	2,358,211	3.9
Delaware	596,319	503,374	-15.6
District of Columbia	119,164	150,654	26.4
Florida	23,051,848	22,624,630	-1.9
Georgia	3,124,393	3,603,124	15.3
Idaho	3,765,270	3,872,838	2.9
Illinois	1,881,838	1,720,358	-8.6
Indiana	1,433,874	1,772,994	23.7
Iowa	291,124	273,968	-5.9
Kansas	4,016,322	4,632,759	15.3
Kentucky	2,721,808	3,682,443	35.3
Louisiana	3,012,306	2,959,814	-1.7
Maine	3,739,052	3,952,959	5.7
Maryland	331,403	291,466	-12.1
Massachusetts	4,350,702	4,279,153	-1.6
Michigan	11,724,452	12,096,612	3.2
Minnesota	1,886,050	1,822,001	-3.4
Mississippi	1,962,333	1,989,569	1.4
Missouri	709,942	668,335	-5.9
Montana	274,069	293,021	6.9
Nebraska	405,574	589,983	45.5
Nevada	593,854	598,201	0.7
New Hampshire	117,232	106,203	-9.4
New Jersey	1,373,821	1,243,160	-9.5
New Mexico	1,336,693	1,492,126	11.6
New York	6,821,658	6,897,252	1.1
North Carolina	3,238,372	4,101,068	26.6
North Dakota	472,734	381,740	-19.2
Ohio	1,522,577	1,517,561	-0.3
Oklahoma	992,993	1,031,873	3.9
Oregon	9,385,180	9,756,264	4.0
Pennsylvania	3,697,227	3,599,304	-2.6
Puerto Rico	3,308,931	4,701,415	42.1
Rhode Island	170,006	183,089	7.7
South Carolina	240,969	246,241	2.2
South Dakota	77,607	272,786	251.5
Tennessee	175,538	182,299	3.9
Texas	41,617,465	40,659,265	-2.3
Utah	836,883	912,445	9.0
Vermont	743,652	1,140,574	53.4
Virginia	420,696	428,050	1.7
Washington	12,033,865	12,312,486	2.3
West Virginia	25,142	21,407	-14.9
Wisconsin	800,378	727,576	-9.1
Wyoming	282,007	209,581	-25.7
MSRTS	8,994,169	9,985,000	11.0
Nation	$294,592,169	$308,298,000	4.7

BEST COPY AVAILABLE

Figure 3.1
Chapter 1 Migrant Allocations Per Participant
School Years 1984-85 through 1992-93



Includes data for the 50 states, the District of Columbia, the Northern Marianas, and MSRTS.

APPENDIX A

EVALUATION REQUIREMENTS

Background

While evaluation requirements were always part of the legislation governing the Migrant Education Program, the U.S. Department of Education (ED) did not initially specify the format nor provide guidelines for the information to be collected. As a result, states developed their own locally relevant criteria for collecting and reporting participation information.

In 1983, however, ED determined that SEAs were required by the Chapter 1 statute to submit standardized information on the MEP to ED. To implement this decision, ED solicited input from SEAs on the most appropriate measures and developed a standard format for reporting participation information. The resulting standard form, the State Performance Report, was approved by the Office of Management and Budget (OMB) in the spring of 1985. The 1984-85 school year was the first year of data collection using this form.

Prior to the passage of P.L. 100-297, SEAs provided the following information on the State Performance Report:

- participation by gender, migrant status, year of birth, and race/ethnicity;
- participation by grade level for the regular and summer terms;
- participation by services provided for the regular and summer terms; and
- full-time equivalent (FTE) staff funded by the Chapter 1 MEP for the regular and summer terms.

Additionally, statewide summaries of achievement information were requested. Although no specific format was prescribed, states were encouraged to provide data by school term, grade, subject area, and testing schedule.

The passage of P.L. 100-297 resulted in the following changes to the Chapter 1 MEP evaluation requirements:

- the mandatory reporting of achievement data (P.L. 100-297, §1202(a)(6), and 34 CFR §201.51 through §201.54);
- the reporting of achievement data for formerly (settled out) migrant students separate from currently migrant students (P.L. 100-297, §1202(a)(6), and 34 CFR §201.51 through §201.54); and
- the collection of information on the number of migrant children with disabilities (P.L. 100-297, §1019(b)(3)).

Revisions to the State Performance Report

In order to incorporate the new provisions of P.L. 100-297 and to improve the utility of the data, ED, in cooperation with the states, revised the State Performance Report, receiving OMB approval in 1989. Under the revised form, states are required to submit annually the following information to ED (new information is indicated in italics):

- gender, migrant status, year of birth, and *disabled status* of participants (an unduplicated count across both terms);
- the number of participants by grade and *migrant status* for the regular and summer terms;
- the number of participants by service area and *by grade span and migrant status* for the regular and summer terms, including two new service categories--*guidance and counseling* and *social work and outreach*;
- the number of FTE staff funded by the Chapter 1 MEP for the regular and summer terms, including a new *clerical* category;
- information on *the number of projects and project sites operating in the state for both terms*;
- *sustained gain achievement information for formerly migrant children by subject, grade, term, and skill level (basic and advanced)*;
- *pre- and posttest information for formerly migrant children by subject, grade, term, and skill level*; and

- other outcome measures the SEA would like to report.

Reporting for School Years 1988-89 Through 1991-92

Realizing that the SEAs would require time to redesign their data collection systems to provide the additional information, ED allowed SEAs to report the data for 1988-89 on either the original or the revised State Performance Report. Twenty-nine states completed the original form, while 22 used the revised form, although the majority of the latter states did not report data for the new categories. Since most of the states reported data in the original format, the 1988-89 data were presented in a format consistent with the original form. For the 1989-90 reporting cycle, all but six states submitted data in the new required format. By the 1990-91 school year, all states were able to provide actual or estimated participant counts in the required reporting format. Because of the variations in the format, trends in the new categories cannot be examined.

For the 1991-92 reporting year, ED made further revisions to the State Performance report. In the participation section, states were required to submit the number of participants classified as limited English Proficient (LEP). For the achievement section, states were requested to provide one-point-in-time test data for all eligible migrant children by migrant status, and to provide two-points-in-time test data for currently migrant participants. Realizing that states needed additional time to implement these changes to their assessment programs, ED allowed states that did not have the information readily available to submit achievement data in the old format.

The SEAs submitted information for the 1992-93 school year in the winter and early spring of 1993-94.

APPENDIX B

REPORTING PROBLEMS

Although the Chapter 1 Migrant State Performance Report data have been collected since the 1984-85 school year, concerns have been raised in recent years regarding the appropriate use and interpretation of the data. Some of these issues include the overall quality of the data, the duplication of participant counts, the intensity of services, the unit of analysis, and the use of norm-referenced tests.

Data Quality

Although an extensive editing process is used to verify the quality of the State Performance report data, anomalies remain that states are unable to explain or correct. Some of the examples are discussed below:

- In 1990-91, California reported the instructional service information in the broad "other instructional" category rather than in the discrete service categories (i.e., reading, mathematics, etc.). This change in reporting methods yielded decreases of between 30 to 40 percent in the number of participants receiving services in most instructional services categories and more than doubled the number of participants reported in the "other" category. These shifts in California had a significant impact in the number of participants served nationally from 1989-90 to 1990-91.

- States tend to collect the State Performance Report data either through LEA reports or from Migrant Student Record Transfer System (MSRTS) generated reports. Since 1984-85, several states have changed data collection methods, usually from a LEA based data collection system to a MSRTS based system. Generally, state officials report that new data collection methods are adopted to provide more accurate estimates of the number of migrant participants, and therefore when a new system is implemented large fluctuations in the data from previous years may occur that are not attributed to actual changes in the migrant population.

- From 1984-85 to 1987-88, Texas included students who were identified, but not necessarily served in the migrant status category. With the approval of the Texas SEA, Westat developed estimates of the number of participants served in the migrant status category.

Duplication of Participants Counts

One of the major limitations of the State Performance Report data is that duplicate participant counts occur for currently migrant participants moving within and across states. For example, if a child moves from Texas to Michigan in the same school year, both states will report the child in their State Performance Report; when the state data are aggregated to the national level, the child will be counted twice. Similarly, states may provide multiple participant counts for students moving from district to district.

Intensity of Services

Information is not available from the State Performance Reports to measure the intensity of services delivered to migrant participants, such as the number of times a participant received a particular service or the proportion of resources dedicated to a service. The methods of service delivery, such as extended day or pull-out services, also are not reported.

Unit of Analysis

Because the state is the smallest unit of analysis, there are limitations in the types of analyses that can be conducted with the State Performance Report data. It is not possible to examine Chapter 1 Migrant participation by project, district, or region. Also, the data base cannot be analyzed in conjunction with other data bases at the LEA level, such as the Common Core of Data (CCD) or the General Education Provisions Act (GEPA) Section 406A data collection.

Use of Norm Referenced Tests (NRT)

The achievement information in this report represent *summary figures* for the states that submitted data, and *are not national estimates* of the overall achievement levels of migrant education participants. However, they do provide a measure of achievement for the participants tested in these selected states and subject areas. State achievement data should not be interpreted as an indication of the relative performance of individual state migrant programs for the following reasons:

- **Statistical insignificance**. Much of the state achievement data are based on very small samples. In these cases there can be little confidence that the data provide an accurate estimate of the achievement of all migrant children in a given category. The effect of

low test participation can be seen in erratic fluctuations in average scores and pretest percentiles, which are often well above the mean.

- **Mobility**. To the extent that state averages reflect the scores of students who attended migrant education programs in several states, the effect of a particular state's migrant program cannot be separated from the effects of other states' programs.

- **Testing variation**. State testing practices vary considerably, reducing the interstate comparability of test results. Annual tests, for example, may be administered at different points in the school year. The tests themselves also vary, and some experts question the validity of aggregations or comparisons across different norm-referenced tests.

- **Non-match between testing and services received**. Students tested in reading and mathematics did not necessarily participate in migrant programs in those subjects.

- **Variation in testing population**. Because the number of states reporting and number of participants vary from year-to-year, the reader should avoid any trend analyses of the achievement data. For example, Texas, which enrolls almost 20 percent of all migrant participants, did not report achievement data in 1991-92.

APPENDIX C

METHODOLOGY

The U.S. Department of Education received State Performance Reports for 1992-93 in the winter of 1993-94. Westat was contracted by the Office of the Under Secretary to enter the data, review, correct, and summarize the State Performance Reports, perform edit checks on the participation information and review the achievement information provided by the SEAs. The purpose of the edit checks was to flag potential problems, not to suggest that the information was necessarily in error.

The edit process for the participation data focused on examining the information submitted for 1991-92 and 1992-93 and highlighting year-to-year changes that appeared to be unusually high. Westat subsequently prepared state-by-state listings of the information submitted by the SEAs, highlighting any data items that were identified through the edit process, and sent them to the SEAs for their review. Westat staff then placed telephone calls to each SEA to elicit their response. In several instances, SEAs revised data for either 1991-92 or 1992-93. At the conclusion of this process, Westat entered the revisions into the Chapter 1 Migrant Education database and produced this report.

APPENDIX D

REPORTING FORM FOR THE CHAPTER 1 MIGRANT PROGRAM STATE PERFORMANCE REPORTS